Program Review Report

Southgate Public School

Southgate Independent

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Introduction

The submission of this report is required by the Kentucky Department of Education (KDE) as part of Unbridled Learning: College/Career Readiness for All accountability system. Document each of your school's required Program Reviews under the "Diagnostic" tab and then add each completed component to this document for submission. Each of the required Program Review components is listed below. Work with your district and Site Based Decision Making Council (SBDM) to obtain feedback and approval prior to clicking the submit button. Once submitted, this report will be made available to your district for review and approval.

Program Review: Arts and Humanities

Introduction

This report contains Program Review results for Arts and Humanities. This program review is required as part of Kentucky's new assessment and accountability model. A Program Review is a systematic method of analyzing components of an instructional program, including instructional practices, aligned and enacted curriculum, student works samples, formative and summative assessments, professional development and support services, and administrative support and monitoring. (KRS 158.6453(l)(i)) Diagnostic tools to capture and report the results from these program reviews are contained in the AdvancED's Adaptive System of School Improvement Support Tools (ASSIST). ASSIST allows schools and institutions to gain better understanding of past successes and opportunities, and confidently build a solid, research-based improvement plan for the future.

Curriculum and Instruction: Student Access

All students should have equitable access to high quality curriculum and instruction.

	Statement or Question	Response	Rating
a)	To what extent does the school provide access for all students through intentionally scheduling time within the instructional day for a balanced program of creating, performing and responding to the arts in each of the four arts disciplines?	Access is provided for all students through intentionally scheduling time within the instructional day for a balanced program of creating, performing and responding to the arts in each of the four arts disciplines (dance, drama, music, visual arts)	Proficient

	Statement or Question	Response	Rating
b)	To what extent does the school ensure that the arts curriculum provides discipline-based instruction and protected time in each arts discipline as outlined in the Kentucky Core Academic Standards?	The arts curriculum provides discipline-based instruction and protected time in each arts discipline containing its own body of knowledge, skills, and ways of thinking as outlined in the Kentucky Core Academic Standards. • Elementary: All students have regularly scheduled discipline-based arts instruction providing for exploration of each of the four art forms outlined in the KCAS. • Middle School: All students have access to regularly scheduled discipline-based, arts courses in each of the four art forms which provide a firm grounding in basic creating, performing and responding to the arts. Students wishing to begin a specialization in an art form(s) are provided regularly scheduled classes. • High School: Year-long (or equivalent) Discipline-based arts instruction through multiple, specialized arts courses in each art form is available for any student wishing to specialize in an art form(s) as noted in students' Individual Learning Plans. Students wishing not to specialize have access to the History and Appreciation of Visual and Performing Arts course or another arts course to meet the Arts and Humanities graduation requirement.	Proficient

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

- Master schedule

- Pacing guides

- Lesson plans

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

The master schedule shows that all students have regularly scheduled music and visual art classes. Teacher lesson plans demonstrate that dance content is taught by PE and music teachers. Teacher lesson plans also demonstrate that drama content is taught to students in grades K-3 as a unit in music class, and that drama content is taught to students in grades 4-8 within their language arts classes. Pacing guides and lesson plans show that arts instruction does include creating, performing, and responding processes on a regular basis.

Curriculum and Instruction: Aligned and Rigorous Curriculum

An aligned and rigorous curriculum provides access to Kentucky Core Academic Standards (KCAS) for all students as defined by state standards.

	Statement or Question	Response	Rating
a)	To what extent does the school ensure that the arts curriculum encompasses creating, performing and responding and is fully aligned with the Kentucky Core Academic Standards?	The arts curriculum encompasses creating, performing and responding and is fully aligned with the Kentucky Core Academic Standards.	Proficient

	Statement or Question	Response	Rating
b)	To what extent does the school ensure that the arts curriculum provides for the development of arts literacy in all four arts discipline and also utilizes the Common Core Standards for English/Language Arts?	The arts curriculum provides for the development of arts literacy in all four arts discipline and also utilizes the Common Core Standards for English/Language Arts.	Proficient

	Statement or Question	Response	Rating
c)	To what extent does the school ensure that the school's curriculum provides opportunities for integration as natural cross-curricular connections are made between the arts and other content areas?	The school curriculum provides opportunities for integration as natural cross-curricular connections are made between the arts and other content areas.	Proficient

	Statement or Question	Response	Rating
d)	To what extent does the school ensure that the arts curriculum includes the study of representative and exemplary works of dance, music, theater and visual arts from a variety of artists, cultural traditions and historical periods?	The arts curriculum includes the study of representative and exemplary works of dance, music, theater and visual arts from a variety of artists, cultural traditions and historical periods.	Proficient

	Statement or Question	Response	Rating
e)	To what extent does the school ensure that the arts curriculum is revised using multiple indicators such as student formative and summative assessments, arts organization performance assessments from sanctioned events, or other student needs?	The school arts curriculum is revised based on a single or limited indicator(s) of student performance.	Needs Improvement

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

- Pacing guides

- Lesson plans

- Master schedule

- Connections board

- Student work samples

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

The arts curriculum is aligned with Kentucky Core Academic Standards, although more work is needed to revise the curriculum. Pacing guides and lesson plans show intentional cross-curricular integration between the arts and other content areas. Also, the working program review board gives teachers an opportunity to quickly share how they have integrated the arts into other content areas. Lesson plans and student work shows evidence of the study of exemplary works of art.

Curriculum and Instruction: Instructional Strategies

Teachers implement instructional strategies that provide quality experiences, a variety of activities, and access for all students.

	Statement or Question	Response	Rating
a)	To what extent do teachers systematically incorporate all three components of arts study: creating, performing and responding into the arts?	Teachers systematically incorporate all three components of arts study: creating, performing and responding to the arts.	Proficient

	Statement or Question	Response	Rating
b)	To what extent do teachers provide models of exemplary artistic performances and products to enhance students' understanding of an arts discipline and to develop their performance/production skills?	Teachers provide models of exemplary artistic performances and products to enhance students' understanding of an arts discipline and to develop their performance/production skills.	Proficient

	Statement or Question	Response	Rating
c)	To what extent do arts teachers provide for the development of artistic theory, skills, and techniques through the development of student performances or products that are relevant and developmentally appropriate for students?	Arts teachers ensure that students are able to create original artworks by intentionally applying artistic theory, skills and techniques that are relevant and developmentally appropriate.	Distinguished

	Statement or Question	Response	Rating
d)	To what extent is the arts curriculum enhanced and strengthened through collaboration with guest artists, complementing discipline based arts instruction during the regular school day?	Guest artists are not used, or guest artists provide arts instruction in place of regular disciplined based arts instruction.	Needs Improvement

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

- Pacing guides

- Lesson plans

- Student work samples

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

Lesson plans show that arts teachers regularly incorporate creating, performing, and responding processes in arts instruction, as well as the use of exemplary artistic performances and products to enhance student learning. Pacing guides and lesson plans show that arts teachers provide regular theory and skills based instruction in music and art, which is applied toward the creation of original works. Student work

samples demonstrate that these original artistic works are developmentally appropriate for students at various grade levels and ability levels.

Curriculum and Instruction: Student Performance

All students have access to an aligned and rigorous curriculum, where instructional strategies are of high quality and inclusive, resulting in student performance at a consistently high level.

	Statement or Question	Response	Rating
a)	To what extent are students actively engaged in creating, performing and responding to the arts?	Students are actively engaged in creating, performing and responding to the arts.	Proficient

	Statement or Question	Response	Rating
b)	To what extent do students identify a purpose and generate original and varied art works or performances that are highly expressive with teacher guidance?	Students identify a purpose and generate original and varied art works or performances that are highly expressive with teacher guidance.	Proficient

	Statement or Question	Response	Rating
c)	To what extent do students, with teacher guidance, routinely use creative, evaluative, analytical and problem solving skills in developing and/or reflecting in their artistic performances and products?	Students, with teacher guidance, routinely use creative, evaluative, analytical and problem solving skills in developing and/or reflecting in their artistic performances and products.	Proficient

	Statement or Question	Response	Rating
d)	To what extent do students use written and verbal communication to objectively reflect on exemplary exhibits and live or technologically provided performances as classroom assignments?	Students use written and verbal communication to objectively reflect on exemplary exhibits and live or technologically provided performances as classroom assignments.	Proficient

	Statement or Question	Response	Rating
e)	To what extent do students demonstrate the ability to become self-sufficient in creating performances and/or products after teacher guidance?	Students demonstrate the ability to become self-sufficient in creating performances and/or products after teacher guidance.	Proficient

	Statement or Question	Response	Rating
f)	To what extent are students supported and encouraged to participate in grade level appropriate juried events, exhibitions, contests and performances outside the school environment {at the middle and high school levels?}?	Some students are encouraged to participate in grade level appropriate juried events, exhibitions, contests and performances outside the school environment.	Needs Improvement

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

- Lesson plans
- Student work
- Performance videos
- Performance programs
- Student work samples

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

Lesson plans and student work samples show variety of products and performances that engage students in creating, performing, and responding to the arts. Descriptions within performance programs, photographs, and video recordings of student performances show a variety of purposes, active student engagement, and a high level of expression. Student work samples demonstrate reflection upon artwork and performances.

Formative and Summative Assessment: Assessments

Teachers should use multiple assessment processes to inform, guide, develop and revise instructional strategies and curriculum to enhance to student learning and achievement.

	Statement or Question	Response	Rating
a)	To what extent do teachers utilize formative and summative arts assessments for individual students and performing groups that are clearly aligned with the components of the Kentucky Core Academic Standards; and authentically measure a specific concept, understanding and/or skill and lead to student growth?	Formative and summative arts assessments for individual students and performing groups are clearly aligned with the components of the KCAS and inform instruction in the classroom leading to student improvement.	Distinguished

	Statement or Question	Response	Rating
b)	To what extent do teachers guide students to use developmentally or grade level appropriate peer review and critique to evaluate each other's work?	Teachers guide students to use developmentally or grade level appropriate peer review and critique to evaluate each other's work.	Proficient

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

- Lesson plans
- Assessments
- Peer evaluation

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

Lesson plans, peer reviews/evaluations, as well as self-reflections show evidence of students evaluating their own and others' work. Assessments used in arts classes show a focus on assessing specific learning targets.

Formative and Summative Assessment: Expectations for Student Learning

Teachers communicate consistently high expectations and use common standards for student learning in Arts & Humanities.

	Statement or Question	Response	Rating
a)	To what extent do teachers utilize exemplar/models to encourage students to demonstrate characteristics of rigorous work in the appropriate art form in most instructional lessons/units.	Exemplar/models are used to encourage students to demonstrate characteristics of rigorous work in the appropriate art form in most instructional lessons/units.	Proficient

	Statement or Question	Response	Rating
b)	To what extent do teachers share clearly defined rubrics or scoring guides with students before creating, performing, or responding assignments or other assessments; and students have the opportunity to provide input into the scoring guide?	Teachers use clearly defined rubrics or scoring guides but do not share them with students.	Needs Improvement

	Statement or Question	Response	Rating
c)	To what extent do teachers develop rigorous student learning and academic growth through student learning objectives and refined SMART (specific, measurable, appropriate, realistic and time bound) goals that are rigorous, attainable and reflect acceptable growth during the course or school year?	Teachers develop rigorous student learning and academic growth through student learning objectives and refined SMART (specific, measurable, appropriate, realistic and time bound) goals that are rigorous, attainable and reflect acceptable growth during the course or school year.	Proficient

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments

- Lesson plans
- Learning targets
- Student growth goals
- Rubrics

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

Lesson plans indicate that arts teachers regularly use exemplars/models embedded into instruction. Rubrics/scoring guides are developed by teachers and are usually shared with students, but students do not provide input into the development of these rubrics.

Formative and Summative Assessment: Assessment for Teaching

Multiple assessments are used to inform, guide, develop and revise instructional strategies and curriculum to enhance student learning and achievement.

	Statement or Question	Response	Rating
a)	To what extent do teachers regularly provide students with authentic, meaningful and documented feedback from a variety of sources on their performances/products so students may strengthen their future performance/products?	Teachers provide limited documented feedback to students on performances/products.	Needs Improvement

	Statement or Question	Response	Rating
b)	To what extent do students regularly reflect on, critique and evaluate the artistic products and performances of others and themselves as is grade level and age appropriate?	Students regularly reflect on, critique and evaluate the artistic products and performances of others and themselves as is grade level and age appropriate.	Proficient

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

- Lesson plans
- Student work samples
- Peer evaluations
- Self-relections

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

Lesson plans show that students are given opportunities to critique and evaluate their own and others' work using peer evaluation guides/rubrics, as well as self-reflection prompts. Student work samples show that arts teachers provide students with meaningful feedback on their performances and products, but this feedback is usually from only the arts teachers and not from other staff members, adjudicators, etc.

Professional Learning: Opportunity

Professional learning opportunities are planned with teacher learning needs in mind and in response to data available about teacher practice and student learning

	Statement or Question	Response	Rating
a)	To what extent does the school ensure that the professional learning action plan is linked to the Comprehensive School Improvement Plan (CSIP) and supports grade level appropriate instruction in the Arts and Humanities?	The professional learning action plan is linked to the Comprehensive School Improvement Plan (CSIP) and supports grade level appropriate instruction in the Arts and Humanities.	Proficient

	Statement or Question	Response	Rating
b)	To what extent does the school ensure that Job embedded professional learning opportunities are available to Arts and Humanities teachers to encourage continuous growth?	A variety of job embedded professional learning opportunities are available to the Arts and Humanities teachers to encourage continuous growth and are tailored to meet individual needs of teachers and students.	Distinguished

	Statement or Question	Response	Rating
c)	To what extent does the school ensure that Arts and Humanities professional learning opportunities focus on research based best practices and are planned based on school and student data and teacher Professional Growth Plans?	Arts and Humanities professional learning opportunities focus on research based best practices and are planned based on school and student data and teacher Professional Growth Plans.	Proficient

	Statement or Question	Response	Rating
d)	To what extent does the school ensure that the schedule allows for Arts and Humanities and academic core teachers to collaborate and exchange ideas?	The school schedule allows for Arts and Humanities and academic core teachers to collaborate and exchange ideas.	Proficient

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

- School calendar
- Professional development action plan
- Professional growth plans
- Comprehensive School Improvement Plan

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

The professional development plan is in place at the beginning of the school year and is linked to the CSIP (Comprehensive School Improvement Plan). PGP's are linked to the CSIP and are individualized, allowing for each teacher's needs to be met. Planning days in the school calendar provide all teachers with the opportunity to seek out additional professional development to assist with reaching professional growth goals. Arts teachers engage in some collaboration with academic core teachers, as provided by professional development days, planning days, and after-school PLC opportunities. Arts teachers are provided common planning time with one another regularly.

Professional Learning: Participation

Teachers participate in Arts and Humanities-specific professional learning designed to meet their needs. Arts and Humanities teachers participate in professional learning focused on 21st Century Skills.

	Statement or Question	Response	Rating
a)	To what extent do Arts and Humanities teachers participate in arts content-specific professional learning selected based on school, student and teacher data analysis?	Arts and Humanities teachers participate in arts content-specific professional learning selected based on school, student and teacher data analysis.	Proficient

	Statement or Question	Response	Rating
b)	To what extent do Arts and Humanities teachers actively participate in professional learning communities to address issues related to instructional practices, data analysis, and improving student achievement?	Arts and Humanities teachers are members of professional learning communities.	Needs Improvement

	Statement or Question	Response	Rating
c)	To what extent are Arts and Humanities teachers leaders in professional organizations and the school?	Arts and Humanities teachers are not members of professional organizations.	No Implementation

	Statement or Question	Response	Rating
d)	To what extent do Arts and Humanities teachers regularly collaborate with community, business, and postsecondary partners through advisory committees, work exchange programs and/or community groups with a focus on the arts?	Arts and Humanities teachers have limited contact with external partners.	Needs Improvement

	Statement or Question	Response	Rating
e)	To what extent do most teachers in the school receive and implement professional learning to enhance the integration of the Arts and Humanities content into school curricula?	Some teachers in the school receive professional learning opportunities to enhance the integration of the Arts and Humanities content.	Needs Improvement

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

- Professional growth plans

- Professional development action plan

- School calendar

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

All teachers, including arts teachers, maintain individualized professional growth plans. The school calendar, as well as the professional development action plan, outlines time allocated for arts teachers to participate in professional learning communities.

Administrative/Leadership Support and Monitoring: Policies and Monitoring

School leadership establishes and monitors implementation of policies, provides adequate resources, facilities, space and instructional time to support highly effective arts and humanities instructional programs.

	Statement or Question	Response	Rating
a)	To what extent does the school councils/leadership implement policies to ensure that disciplined based arts instruction is a part of the school curriculum and arts concepts are taught throughout the school and across the curriculum?	There are no policies in place to ensure that arts concepts are taught throughout the school and across the curriculum.	No implementation

	Statement or Question	Response	Rating
b)	To what extent does school leadership ensure that protected time is allocated in the schedule so that all students can receive instruction in the Arts and Humanities disciplines?	Protected time is allocated in the schedule so that all students can receive instruction in the Arts and Humanities disciplines.	Proficient

	Statement or Question	Response	Rating
c)	To what extent does school leadership ensure that arts teachers are invited to participate in planning the annual school budget?	Arts teachers participate in and provide input into the school budget to ensure adequate and quality materials, equipment, space and technology are available to offer the curriculum.	Distinguished

	Statement or Question	Response	Rating
d)	To what extent does school leadership ensure that arts teachers are assigned manageable class loads based on course and facilities?	Arts teachers are assigned equitable class loads based on course and facilities as compared to other teachers in the building.	Distinguished

	Statement or Question	Response	Rating
e)	To what extent does school leadership ensure that arts teachers receive planning and travel time that is equitable with other content areas?	Arts teachers receive equitable planning time and participate in cross-curricular planning.	Distinguished

	Statement or Question	Response	Rating
f)	To what extent does the principal and Arts and Humanities teacher leaders collaborate to allocate equitable time, appropriate facilities and resources to implement the arts programs?	The principal collaborates with Arts and Humanities teachers when planning for the allocation of time, appropriate facilities and resources to implement the arts program, and acts upon the recommendations.	Distinguished

	Statement or Question	Response	Rating
g)	To what extent does school leadership ensure that decisions related to arts program staffing are based on student need and interests?	Decisions related to arts program staffing are based on student need and interests.	Proficient

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

- SBDM policies
- SBDM minutes
- Master schedule
- Principal communication

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

Principal written communication demonstrates collection of input from arts teachers regarding needs, budgeting, resources, etc. SBDM policies and minutes show the process of school budget planning, equitable financial resources, appropriate facilities, and staffing allocations. The master schedule reflects protected time for visual art and music. Dance and drama are not reflected in the master schedule, although lesson plans show that dance instruction is provided in PE and Music, and that drama instruction is provided in Music and Language Arts classes. The master schedule also reflects that arts teachers receive planning time that is equitable with other contents, as well as manageable and equitable class loads.

Administrative/Leadership Support and Monitoring: Principal Leadership

Principals are the primary leaders of all arts and humanities program efforts and support teacher leadership through shared leadership strategies and actions.

	Statement or Question	Response	Rating
a)	To what extent does the principal enlist Arts and Humanities teacher leaders to collaborate, evaluate and reflect on the impact of the arts instructional practices on overall student achievement in the school?	The principal enlists Arts and Humanities teacher leaders to collaborate, evaluate and reflect on the impact of the arts instructional practices on overall student achievement in the school.	Proficient

	Statement or Question	Response	Rating
b)	To what extent does the principal initiate and participate in professional learning regarding the school's arts programs?	The principal does not participate in professional learning regarding the school's arts programs	No implementation

	Statement or Question	Response	Rating
c)	To what extent does the principal provide frequent communication with parents and community about arts and humanities programs?	The principal rarely provides communication with parents and community about arts and humanities programs.	Needs Improvement

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

- Principal's newsletter
- Principal's report
- Master schedule

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

The Principal's Report is submitted to the Board of Education and SBDM on a monthly basis, and the Principal's Corner provides parents with dates and times of upcoming arts events. The master schedule shows that the principal provides arts teachers with plentiful scheduled time for collaboration, evaluation, and reflection.

Program Review: Practical Living/Career Studies

Introduction

This report contains Program Review results for Practical Living/Career Studies. This program review is required as part of Kentucky's new assessment and accountability model. A Program Review is a systematic method of analyzing components of an instructional program, including instructional practices, aligned and enacted curriculum, student works samples, formative and summative assessments, professional development and support services, and administrative support and monitoring. (KRS 158.6453(l)(i)) Diagnostic tools to capture and report the results from these program reviews are contained in the AdvancED's Adaptive System of School Improvement Support Tools (ASSIST). ASSIST allows schools and institutions to gain better understanding of past successes and opportunities, and confidently build a solid, research-based improvement plan for the future.

Curriculum and Instruction: Health Education

Students have equitable access to high quality, rigorous health education curriculum.

	Statement or Question	Response	Rating
a)	To what extent does the school ensure the health education curriculum is sequential and aligned with the Kentucky Core Academic Standards for PL/CS?	A comprehensive health education curriculum is sequentially planned and aligns with the Kentucky Core Academic Standards for Practical Living.	Proficient

	Statement or Question	Response	Rating
b)	To what extent does the school ensure regular opportunities are provided for all students become health literate by practicing the skills embedded in the National Health Education Standards?	Health education curriculum regularly provides opportunities for all students to become health literate by practicing the skills embedded in the National Health Education Standards (NHES) which establish, promote and support health-enhancing behaviors for students in all grade levels.	Proficient

	Statement or Question	Response	Rating
c)	To what extent does the school ensure the health education curriculum provides learning strategies and activities that ensure students receive instruction in all health education content areas?	The health education curriculum provides learning strategies and activities that ensure students receive annual instruction in all health education content areas (e.g. family life and human sexuality, alcohol and other drugs, tobacco, nutrition, mental and emotional health, injury and violence prevention, diseases and disorders, physical activity, personal/consumer health, community/environmental health).	Distinguished

	Statement or Question	Response	Rating
d)	To what extent does the school ensure a Coordinated School Heath Committee is used as a support and resource for collaboration and integration of health education instruction throughout the school environment?	A Coordinated School Health committee annually collects and analyzes data to create/review the school wellness policy and utilizes the policy to guide collaboration and integration of health education instruction throughout the school environment.	Distinguished

	Statement or Question	Response	Rating
e)	To what extent does the school ensure the health education curriculum is integrated and includes frequent opportunities for cross-disciplinary connections to meet the health and safety needs of all students?	School ensures content of the health education curriculum is frequently integrated into all content areas to meet the health and safety needs of all students	Distinguished

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for

an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams

will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

Southgate School is a one school district that is one of the smallest in the state. As the only teacher in the district teaching Health and Physical Education, I see every student in the school twice a week. With our school being so small, our resources are limited. We do our best though to make sure every student receives all of the health curriculum.

1. The health education curriculum map
2. The master schedule
3. Lesson plans and curriculum map
4. Sign in sheets, notes, and agendas of Coordinated School Health Committee meetings
5. Other teachers lesson plans documenting the health curriculum taught in their subject area
6. Working Program Review board in the teacher workroom

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

1. The health education curriculum map shows a sequentially planned and aligned curriculum for all students in grades k-8.
2. The health education curriculum map and lesson plans show that all lessons are aligned with the Kentucky Core Academic Standards for Practical Living.
3. The master schedule shows weekly opportunities for all students k-8 to participate in health education class.
4. Lesson plans and curriculum map shows that all students k-8 receive weekly instruction that covers all health education content areas.
5. Other teachers' lesson plans document the integration of the health content into their classrooms.
6. We have created a Program Review board in the teacher workroom where teachers at each grade level show that they are integrating the health curriculum into their classrooms. The teacher puts a post it note on the bulletin board documenting what content they are reinforcing.

Curriculum and Instruction: Physical Education

All students have equitable access to high quality, rigorous physical education curriculum.

	Statement or Question	Response	Rating
a)	To what extent does the school ensure the physical education curriculum is sequential and aligned to the Kentucky Core Academic Standards for PL/CS?	The physical education curriculum utilizes CDC's Physical Education Curriculum Analysis Tool (PECAT) to develop a K-12 (district and/or school) scope and sequence; as part of a comprehensive physical education program that is aligned to the KCAS for practical living.	Distinguished

	Statement or Question	Response	Rating
b)	To what extent does the school ensure regular opportunities are provided for all students to become physically literate individuals who have the psychomotor, cognitive, and affective skills to adopt a physically active lifestyle as defined by the National Association for Sport and Physical Education (NASPE) National Physical Education Standards?	Physical education curriculum regularly provides opportunities for all students to become physically literate individuals who demonstrate mastery of psychomotor, cognitive, and affective skills to adopt a physically active lifestyle as defined by the National Association for Sport and Physical Education (NASPE) National Physical Education Standards.	Distinguished

	Statement or Question	Response	Rating
c)	To what extent does the school ensure the physical education curriculum frequently provides differentiated learning strategies and activities that ensure all students develop competency and confidence in motor skills that fosters the necessary knowledge for life-long physical activity?	The physical education curriculum provides differentiated learning strategies and activities for all lessons that ensure all students develop competency and confidence in motor skills that fosters the necessary knowledge for life-long physical activity.	Distinguished

	Statement or Question	Response	Rating
d)	To what extent does the school ensure a Coordinated School Heath Committee utilize a Comprehensive School Physical Activity Program (CSPAP) to increase the quality of physical education instruction as well as increase physical activity opportunities throughout the school environment?	A Coordinated School Health committee is in place but is not used to inform instructional practices and/or increase physical activity opportunities within the school environment.	Needs Improvement

	Statement or Question	Response	Rating
e)	To what extent does the school ensure the physical education curriculum is integrated and includes regular opportunities for cross-disciplinary connections to meet the physical activity needs of all students?	School ensures the physical education curriculum is frequently integrated into all content areas to meet the physical activity needs of all students.	Distinguished

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

1. PECAT Score
2. SPARK Curriculum
3. P.E. Curriculum Map
4. Master Schedule
5. Lesson Plans
6. Regular classroom teacher lesson plans
7. Coordinated School Health Committee records
8. Events outside of school day: Flying Piglet, Girls on the Run
9. Working Program Review Board in the teacher workroom

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

1. The PECAT tool was used to assess the school's physical education curriculum.
2. The SPARK curriculum is used in all grades k-8. This ensures all students are receiving a comprehensive phyiscal education program that is aligned to state and national standards.The SPARK curriculum teaches all of the basic movement and motor skills needed for child development. Each program provides social skills lessons that develop confidence, cooperation, responsibility, and socialization.
3. The P.E. curriculum map shows an aligned physical education curriculum for all students k-8.
4. The master schedule shows weekly P.E. opportunities for all students k-8. Each middle school class receives additional P.E. time once a year via an elective.
5. The P.E. lesson plans show differentiated leanring strategies and activities to ensure all students develop basic motor skills.
6. Regular classroom teacher's lesson plans show the integration of physical activity and physical education content.
7. The Coordinated School Health Committee keeps track of minutes, sign in sheets, and events.
8. The Working Program Review Board in the teacher workroom give other teachers an opportunity to document that the P.E. curriculum is being integrated into their lessons.

Curriculum and Instruction: Consumerism

All students have equitable access to high quality, rigorous consumerism education curriculum.

	Statement or Question	Response	Rating
a)	To what extent does the school ensure the consumerism curriculum is rigorous, aligned to state and national standards, and meets the needs of diverse learners and includes the integration of 21st Century Skills and Knowledge?	Consumerism curriculum is rigorous, aligned to state and national standards, and meets the needs of diverse learners and includes the integration of 21st Century Skills and Knowledge.	Proficient

	Statement or Question	Response	Rating
b)	To what extent does the school ensure students develop real world skills related to consumerism including problem-solving, goal setting, critical thinking, decision making, and analyzing information?	Students develop real world skills related to consumerism including problem-solving, goal setting, critical thinking, decision making, and analyzing information.	Proficient

	Statement or Question	Response	Rating
c)	To what extent does the school ensure the consumerism curriculum is connected to business and industry and local business and industry partners are utilized as resources (i.e. guest speakers, judges, etc.)?	Consumerism curriculum has limited connection to local business and industry.	Needs Improvement

	Statement or Question	Response	Rating
d)	To what extent does the school ensure students routinely engage in grade level appropriate financial decision making?	Students have limited opportunities to engage in financial decision making.	Needs Improvement

	Statement or Question	Response	Rating
e)	To what extent does the school ensure students apply core academic skills such as math and reading to solve real world problems related to consumerism?	Students apply core academic skills such as math and reading to solve real world problems related to consumerism.	Proficient

	Statement or Question	Response	Rating
f)	To what extent does the school ensure information about consumerism is routinely integrated into the total school curriculum?	Information about consumerism is routinely integrated into the total school curriculum.	Proficient

	Statement or Question	Response	Rating
g)	To what extent does the school ensure technology is integrated into the delivery of the consumerism curriculum?	Technology is integrated into the delivery of the consumerism curriculum.	Proficient

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

1. Curriculum Map
2. Lesson Plans
3. Reality Store
4. Daily assignments
5. Working Program Review Board

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

1. The curriculum map shows that consumer education is taught to all students k-8 and follows KCAS for practical living.
2. Lesson plans show consumer education for all students k-8 that involves problem solving, goal setting, critical thinking, decision making, and analyzing information.
3. Participation in a bi-yearly Reality Store lets students in 7th and 8th grade apply core academic skills to solve real world problems related to consumerism.
3. Use of smart boards, computers, and ipads help with the delivery of cosumer education.
4. Regular classroom teachers' lesson plans indicate consumer education being integrated into the whole school curriculum.
5. Classroom teachers use the Working Program Review Board to document the integration of consumerism into their classrooms.

Curriculum and Instruction: Career Education

Students have equitable access to high quality, rigorous career education curriculum.

	Statement or Question	Response	Rating
a)	To what extent does the school ensure the career education is rigorous, aligned to state and national standards, and meets the needs of diverse learners and includes the integration of 21st Century Skills and Knowledge?	Career education is rigorous, aligned to state and national standards, and meets the needs of diverse learners and includes the integration of 21st Century Skills and Knowledge.	Proficient

	Statement or Question	Response	Rating
b)	To what extent does the school ensure students develop and practice real world skills related to careers including problem solving, goal setting, critical thinking, decision making, and analyzing information?	Students develop and practice real world skills related to careers including problem solving, goal setting, critical thinking, decision making, and analyzing information.	Proficient

	Statement or Question	Response	Rating
c)	To what extent does the school ensure career education curriculum is designed to meet the needs of business and industry, which includes the employment needs of the local workforce, as well as job outlook and/or regional sector strategy data (obtained from Economic Development, Chamber of Commerce or Local Industry Authority partners). At the high school level, business and industry partners serve on advisory committees for career education programs?	Career education curriculum has limited connection to local business and industry.	Needs Improvement

	Statement or Question	Response	Rating
d)	To what extent does the school ensure students routinely engage in grade level appropriate, career-related problem solving within the classroom?	Students have limited opportunities to engage in career-related problem solving.	Needs Improvement

	Statement or Question	Response	Rating
e)	To what extent does the school ensure students apply core academic skills such as math and reading to solve real world problems related to career education?	Students apply core academic skills such as math and reading to solve real world problems related to career education.	Proficient

	Statement or Question	Response	Rating
f)	To what extent does the school ensure information about careers is routinely integrated into the total school curriculum?	Information about careers is limited to specific classes and/or grade levels.	Needs Improvement

	Statement or Question	Response	Rating
g)	To what extent does the school ensure technology is integrated into the delivery of the career education curriculum?	Technology is integrated into the delivery of the career education curriculum.	Proficient

	Statement or Question	Response	Rating
h)	To what extent does the school ensure students are encouraged to develop and practice career and leadership skills through service learning projects, extra/co-curricular organizations, and/or student organization activities. Recognition is provided to students for their efforts and accomplishments?	Students have limited opportunities to develop and practice career and leadership skills through service learning projects, extra/co-curricular organizations, and/or student organization activities.	Needs Improvement

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

1. Curriculum Map

2. Lesson Plans

3. Technology usage

4. Development of the College and Career Readiness Club

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

1. Curriculum Map shows career education that is aligned to state standards being taught to all students in grades k-8.

2. Lesson plans show all students in grades k-8 are receiving basic career education instruction.

3. Smart boards, computers, and ipads are used to deliver career education.

4. Several teachers started a College and Career Readiness Club this year. The club takes 7th and 8th grade students to possible future high schools (our district does not have it's own high school) and colleges visit and ask questions. They have also set up for the KEES bus to visit our school to talk to them about college, grades, and using KEES money.

Curriculum and Instruction: ILP

Schools containing grades 6-12 implement the ILP as an effective tool for career planning and continue using the tool to track a student's progress throughout their secondary school experience.

	Statement or Question	Response	Rating
a)	To what extent does the school ensure ILP development for all students begins in 6th grade and continues throughout middle and high school, with input from students, teachers, and parents. A process is in place to ensure that parents have received access information for the ILP?	ILP development for all students begins in 6th grade and continues throughout middle and high school, with input from students, teachers, and parents. Parents receive access information for the ILP, while school and community trainings are also provided for teachers and parents regarding the integration of the ILP tool.	Distinguished

	Statement or Question	Response	Rating
b)	To what extent does the school ensure students and teachers use formative and summative assessment data, including benchmark performance from K-PREP and EPAS, to construct, revise, and update the ILP?	Students and teachers do not use assessment data to construct, revise or update the ILP.	No Implementation

	Statement or Question	Response	Rating
c)	To what extent does the school ensure an advising program is in place and includes components of the ILP?	An advising program is in place and includes components of the ILP.	Proficient

	Statement or Question	Response	Rating
d)	To what extent does the school ensure a formalized plan is in place to monitor the completion of the ILP?	A formalized plan is in place to monitor the completion of the ILP.	Proficient

	Statement or Question	Response	Rating
e)	To what extent does the school ensure at the high school level, all students select and note in their ILP at least 4 courses related to their career major and one of the state's 16 Career Clusters?	Not Applicable	N/A

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

1. Student ILP Logs

2. Parent ILP meetings

3. ILP advising meetings

4. Completion reports

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

1. Students begin ILP's in 6th grade under the direction of the media specialist. It is part of their class requirement. It is revisited multiple times in each of their 7th and 8th grade years under the direction of the same teacher, who monitors their progress.

2. Parent ILP meetings are offered through the media specialist at the beginning and several other times of each school year. In those meetings the media specialist explains how the ILP works.

3. ILP advising meetings with each student are held at least 2 weeks out of every quarter by the media specialist.

4. Completion logs are used to help the media specialist create a formalized plan for each student completing the ILP.

Formative and Summative Assessment: Assessments

Multiple formative and summative assessments are used to inform, guide, develop and revise instructional strategies and curriculum to enhance student learning and achievement.

	Statement or Question	Response	Rating
a)	To what extent are Kentucky Core Academic Standards, 21st Century Skills and Knowledge, and other applicable content standards used in the development of formative and summative assessments related to PL/CS	Kentucky Core Academic Standards, 21st Century Skills and Knowledge, and other applicable content standards are used in the development of formative and summative assessments related to PLCS.	Proficient

	Statement or Question	Response	Rating
b)	To what extent are traditional PL/CS assessment measures responsive to a variety of learning styles and abilities?	PLCS assessment measures are responsive to a variety of learning styles and abilities and include performance and project-based measures.	Distinguished

	Statement or Question	Response	Rating
c)	To what extent do PL/CS teachers use data from formative and summative assessments, student ILPs, and other sources to guide instruction, develop intervention plans, and improve instructional practices?	PLCS teachers use data from summative assessments to guide instruction and develop intervention plans.	Needs Improvement

	Statement or Question	Response	Rating
d)	To what extent do PL/CS assessments support individual growth of all PL/CS students?	PLCS assessments support individual growth of all PLCS students.	Proficient

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

1. Lesson Plans
2. SPARK Curriculum
3. Skills Checklist
4. Use of Infinite Campus

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

1. PLCS lesson plans show a variety of assessments for each lesson. These assessments ar responsive to a variety of learning styles. Some include written quizzes, tests, exit slips, extended response questions, and short answer questions. Others include performances, skits,

partner or group discussions, drawings, and songs.

2.The SPARK Curriculum uses a variety of tools to provide authentic assessments that teachers can use to measure student progress. Sample assessments include skill based, performance based, cognitive, and behavioral assessments.

3. A skills checklist was created for primary students in P.E. this year. The list checked certain basic skills at various times throughout the year and documented progress.

4. By using Infinite Campus to post assessment results, parents and students can check grades and progress whenever they want.

Formative and Summative Assessment: Expectations for Student Learning

Teachers should have common and high standards for student learning in the content area.

	Statement or Question	Response	Rating
a)	To what extent do PL/CS teachers develop scoring guides, models and rubrics, and apply these to assess student performance?	PLCS teachers develop scoring guides, models and rubrics, and apply these to assess student performance.	Proficient

	Statement or Question	Response	Rating
b)	To what extent do PL/CS teachers provide consistent and timely feedback to students and parents on student's performance?	PLCS teachers provide consistent and timely feedback to students and parents on student's performance.	Proficient

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

1. SPARK Curriculum
2. Lesson Plans
3. Examples of scoring guides
4. Posted Learning Targets
5. Infinite Campus

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

1. a) Through SPARK workshops and curriculum content, teachers are provided with knowledge and strategies for holding students accountable for their individual progress and achievement through the leveled assessments, social skill instrucation and goal setting activities.
b) SPARK lesson plans ensure that each of the NASPE standards are addressed. Included assessment tools demonstrate student achievement of standards based skills and concepts.
c) The SPARK curriculum offers strategies to increase physical activity time in class. Research studies have show that use of the SPARK curriculum has students MVPA time at over 50%
d) The SPARK curriculum includes over 500 activities presented in more than 20 themed, instructional units allowing for teachers to provide daily physical education.
e) Performance rubrics are provided with each SPARK instructional unit. Hard copies can be found in the SPARKfolio.

2. Lesson plans document that larger units come with scoring guides.

3. Scoring guides give students a clear understanding of what is expected of them and how they will be assessed.

4. Learning targets are posted and reviewed each class to show what students should be able to do and know by the end of that class.

5. The use of Infinite Campus ensures that all parents and students can see assessment results.

Professional Learning: Opportunities

Professional development opportunities are planned with teacher learning needs in mind and in response to data available about teacher practice and student learning.

	Statement or Question	Response	Rating
a)	To what extent does the school ensure that the professional learning action plan is linked to the Comprehensive School Improvement Plan (CSIP) and supports grade level appropriate instruction in the PL/CS disciplines?	The professional learning action plan is linked to the Comprehensive School Improvement Plan (CSIP) and supports quality instruction in PLCS disciplines.	Proficient

	Statement or Question	Response	Rating
b)	To what extent does the school ensure that job embedded professional learning opportunities are available to PL/CS teachers to encourage continuous growth?	Job embedded professional learning opportunities are available to PLCS teachers to encourage continuous growth.	Proficient

	Statement or Question	Response	Rating
c)	To what extent does the school ensure that PL/CS professional learning opportunities focus on research based best practices and are planned based on school and student data and teacher Professional Growth Plans?	PLCS professional learning opportunities focus on research-based best practices that support teacher Professional Growth Plans.	Proficient

	Statement or Question	Response	Rating
d)	To what extent does the school ensure that the schedule allows for PL/CS and academic core teachers to collaborate and exchange ideas?	The school encourages collaboration between PLCS and academic core teachers, but does not allocate time for collaboration to occur.	Needs Improvement

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

1. Planning Days
2. SPARK Training
3. National AAPHERD Convention
4. Summer Workshops

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

1. There are planning days built into the school year that allow for all teachers to receive professional development in their content area.

2. SPARK P.E. online curriculum training is available throughout the school year to refresh and encourage professional growth.

3. Although the P.E. teacher did not attend the National P.E. conference this school year, she has attended the 2 previous years. Information from these workshops is continued to be drawn on and used in lessons throughout the school year.

4. The PLCS teacher attended a summer workshop in Berea, Ky. and learned more about the Program Review process.

Professional Learning: Participation

Teachers participate in program-specific professional learning designed to meet their needs. PLCS teachers participate in professional development focused on 21st Century Skills.

	Statement or Question	Response	Rating
a)	To what extent do PL/CS teachers participate in content-specific professional learning selected based on school, student and teacher data analysis?	PLCS teachers participate in content-specific professional learning.	Proficient

	Statement or Question	Response	Rating
b)	To what extent do PL/CS teachers actively participate in professional learning communities to address issues related to instructional practices, data analysis, and improving student achievement?	PLCS teachers actively participate in professional learning communities to address issues related to instructional practices, data analysis, and improving student achievement.	Proficient

	Statement or Question	Response	Rating
c)	To what extent are PL/CS teachers leaders in professional organizations and the school?	PLCS teachers are members of professional organizations.	Needs Improvement

	Statement or Question	Response	Rating
d)	To what extent do PL/CS teachers regularly collaborate with community, business, and postsecondary partners through advisory committees, work exchange programs and/or community groups with a focus on the arts?	PLCS teachers regularly collaborate with community, business, and postsecondary partners through advisory committees, work exchange programs, and community groups.	Proficient

	Statement or Question	Response	Rating
e)	To what extent do most teachers in the school receive and implement professional learning to enhance the integration of the PL/CS content into school curricula?	Some teachers in the school receive professional learning opportunities to enhance the integration of PLCS concepts (physical education, health, consumerism and careers).	Needs Improvement

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

1. SPARK training

2. AAHPERD Convention

3. Health Fair, Flying Piglet, Reality Store, Girls on the Run

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

1. SPARK training is available online and through the national AAHPERD workshop. This training helps the PE/PL teacher utilize all tools available to make students healthy, life long exercisers and learner.

2. AAHPERD Convention was attended the 2 previous school years in Charlotte, NC and St. Louis, MO.

3. The annual health fair, Flying Piglet, Fit for Life Night, Girls on the Run and bi-annual Reality Store rely on regular collaboration with community and business partners.

Administrative/Leadership Support and Monitoring: Policies and Monitoring

School leadership establishes and monitors implementation of policies, provides adequate resources, facilities, space and instructional time to support highly effective PLCS instructional programs.

	Statement or Question	Response	Rating
a)	To what extent does the School Council/Leadership ensure that PL/CS concepts are taught throughout the school and across the curriculum?	School Council/Leadership ensures that PLCS concepts are taught throughout the school and across the curriculum.	Proficient

	Statement or Question	Response	Rating
b)	To what extent does school leadership ensure that protected time is allocated in the schedule so that all students can receive all PL/CS disciplines and instruction?	Protected time is allocated in the schedule so that all students can receive instruction in all PLCS disciplines and instruction.	Proficient

	Statement or Question	Response	Rating
c)	To what extent does school leadership ensure that all departments are invited to participate in planning the annual school budget?	School leadership and select teachers plan the annual school budget.	Needs Improvement

	Statement or Question	Response	Rating
d)	To what extent does school leadership ensure that PL/CS teachers are assigned manageable class loads based on course and facilities?	PLCS teachers are assigned equitable class loads based on course and facilities as compared to other teachers in the building.	Distinguished

	Statement or Question	Response	Rating
e)	To what extent does school leadership ensure that PL/CS teachers receive planning and travel time that is equitable with other content areas?	PLCS teachers receive planning time that is equitable with other content areas.	Proficient

	Statement or Question	Response	Rating
f)	To what extent do the principal and program teacher leaders collaborate to allocate equitable time, appropriate facilities and resources to implement the PL/CS programs?	School leadership collaborates with program teachers when planning for the allocation of time and resources to implement the PLCS programs, and acts upon the recommendations.	Distinguished

	Statement or Question	Response	Rating
g)	To what extent does school leadership ensure that decisions related to PL/CS program staffing is based on student need and interests?	Decisions related to PLCS program staffing are based on student need.	Proficient

	Statement or Question	Response	Rating
h)	To what extent does school leadership ensure that Committees (Coordinated School Health committees, CTE program advisory committees) meet a minimum of twice per school year to ensure quality PL/CS programming policies?	Committees (Coordinated School Health committees, CTE program advisory committees) meet a minimum of twice per school year to ensure quality PLCS programming policies.	Proficient

	Statement or Question	Response	Rating
i)	To what extent does school leadership ensure that the school is implementing the district-level wellness policy via a school-level wellness policy that is reviewed annually; and goals for school wellness are included in the CSIP?	School is implementing the district-level wellness policy via a school-level wellness policy that is reviewed annually; the school utilizes collection of BMI percentile data in their annual wellness policy review process; and goals for school wellness are included in the CSIP and CDIP.	Distinguished

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

1. Master Schedule
2. Class rosters and schedule
3. Wellness Policy and notes

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

1. The master schedule documents that all students k-8 receive PLCS concepts throughout the school year. This time is protected from students being pulled out of class for any reason (i.e. counseling, speech, etc).
2. The class rosters and schedules show that PLCS courses receive equitable course loads with student ratios comparable to other teachers.
3. The Wellness Policy is reviewed annually by a Wellness Committe. BMI data is collected along with data on eating habits, and cardiorespiratory health. This data is used to analyze the effectiveness of the wellness policy. The committee meets several times a year to discuss the possibility of improving the plan. The committee has made great changes to the overall health of the school by changing nutrition in the cafeteria and during school parties.

Administrative/Leadership Support and Monitoring: Principal Leadership

Principals are the primary leaders of all PL/CS program efforts and support teacher leadership through shared leadership strategies and actions.

	Statement or Question	Response	Rating
a)	To what extent does the principal enlist program area teacher leaders to collaborate, evaluate and reflect on the impact of PL/CS instructional practices on overall student achievement in the school?	The principal enlists program area teacher leaders to collaborate, evaluate and reflect on the impact of the PLCS, Arts and Writing instructional practices on overall student achievement in the school.	Proficient

	Statement or Question	Response	Rating
b)	To what extent does the principal initiate and participate in professional learning regarding the school's PL/CS programs?	The principal initiates professional learning regarding the school's PLCS programs.	Needs Improvement

	Statement or Question	Response	Rating
c)	To what extent does the principal provide frequent communication with parents and community about PL/CS programs?	The principal frequently provides communication with parents and community about PLCS programs.	Proficient

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

1. Principal observations
2. Newsletters
3. School billboard
4. Principal meetings

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator

1. The principal observes the PL/PE teacher in the classroom setting and gives adequate feedback.
2. The principal promotes events of the PE/PL curriculum through a take home bulletin, or email.
3. PL/PE events are posted on the school bulletin board for the public to see.
4. The principal meets with the PLCS teacher periodically to discuss the impact of the PLCS instructional practices.

Program Review: Writing

Introduction

This report contains Program Review results for Writing. This program review is required as part of Kentucky's new assessment and accountability model. A Program Review is a systematic method of analyzing components of an instructional program, including instructional practices, aligned and enacted curriculum, student works samples, formative and summative assessments, professional development and support services, and administrative support and monitoring. (KRS 158.6453(l)(i))

Diagnostic tools to capture and report the results from these program reviews are contained in the AdvancED's Adaptive System of School Improvement Support Tools (ASSIST). ASSIST allows schools and institutions to gain better understanding of past successes and opportunities, and confidently build a solid, research-based improvement plan for the future.

Curriculum and Instruction: Student Access

All students have equitable access to high quality curriculum and instruction. Full implementation of a writing curriculum encompasses reading, speaking and listening opportunities.

	Statement or Question	Response	Rating
a)	To what extent do students participate in intentionally planned literacy learning opportunities to explore ideas and design products across content areas?	Students participate in intentionally planned literacy learning opportunities to explore ideas and design products across content areas.	Proficient

	Statement or Question	Response	Rating
b)	To what extent do students have access and use equipment and materials designed to meet their individual needs as determined by data (e.g., formative assessments)?	Students have access and use equipment and materials designed to meet their individual needs as determined by data (e.g., formative assessments).	Proficient

	Statement or Question	Response	Rating
c)	To what extent do teachers instruct the complex processes, concepts and principles of literacy using differentiated strategies that make instruction accessible to all students?	Teachers provide some differentiated strategies in literacy instruction according to student need.	Needs Improvement

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

Master schedule

iPad integration and mobile computer lab

Projector in every classroom with whiteboards.

Student writing projects in Science and Social Studies (middle grades)

School writing policy/plan

Student journals/learning logs

The rationale Explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

Our school writing and policy plan state that all contents will implement writing and literacy activities. Students across content areas keep learning logs and journals. Curriculum documents show evidence of complex, close reading activities across grade levels and content areas. Staff members have participated in higher-level thinking professional development in order to provide differentiated instruction.

Curriculum and Instruction: Aligned and Rigorous Curriculum

An aligned and rigorous curriculum provides access to a common academic core for all students as defined by state standards.

	Statement or Question	Response	Rating
a)	To what extent is the curriculum aligned vertically and horizontally to the Kentucky Core Academic Standards for Language Arts?	Curriculum is aligned vertically and horizontally to the Kentucky Core Academic Standards for Language Arts.	Proficient

	Statement or Question	Response	Rating
b)	To what extent does the curriculum integrate the strands of literacy (reading, writing, speaking, listening and language use) across content areas to explicitly instruct and develop communication skills?	Curriculum integrates the strands of literacy (reading, writing, speaking, listening, and language use) across content areas to explicitly instruct and develop communication skills.	Proficient

	Statement or Question	Response	Rating
c)	To what extent does the curriculum provide opportunities for students to apply technology effectively as a tool to research, organize, evaluate and communicate information?	Curriculum provides opportunities for students to use technology as a tool to access, manage, integrate and create information.	Distinguished

	Statement or Question	Response	Rating
d)	To what extent do the communication portfolios demonstrate student interests and the integration of writing and communication skills across the content areas and over time?	Communications portfolio reflects student interests and represents the development of writing and communication skills only across some content areas.	Needs Improvement

	Statement or Question	Response	Rating
e)	To what extent does the curriculum provide opportunities for students to practice 21st century critical thinking, collaboration, creativity, problem-solving and communication skills and to connect these to real world experiences?	Curriculum provides opportunities for students to practice 21st century critical thinking, collaboration, creativity, problem- solving and communication skills and to connect these to real world experiences.	Proficient

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

Curriculum documents

School writing policy/plan

Student writing portfolios

Curriculum planning documents, with student samples, that demonstrate student's critical thinking, problem-solving

Media presentations, PowerPoint presentations

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

Our writing policy and plan states that students must be given the opportunity across content areas to use various technologies in writing and communication. Students across content areas and grade levels are given the opportunity to use various forms of technology in writing and communication (PowerPoint). Staff created unit plans and curriculum documents, across content areas, that are horizontally and vertically aligned to KCAS. Samples of using technology to communicate across content areas include PowerPoint presentations, research papers, PowerPoints,and brochures.

Curriculum and Instruction: Instructional Strategies

All teachers implement instructional strategies that provide quality experiences, variety of activities and access for all students.

	Statement or Question	Response	Rating
a)	To what extent do teachers, students, and others provide literacy instructional strategies and models that assist in achieving specific learning objectives?	Teachers, students, and others provide literacy instructional strategies and models that assist in achieving specific learning objectives.	Proficient

	Statement or Question	Response	Rating
b)	To what extent do students research information to seek a new or deeper understanding around a topic and demonstrate new understanding through products?	Students research information to seek a new or deeper understanding around a topic and demonstrate new understanding through products.	Proficient

	Statement or Question	Response	Rating
c)	To what extent do students demonstrate media literacy through regular use of technological tools, resources and applications in reading, writing, speaking, listening and language use to meet specific communication goals?	Students demonstrate media literacy through regular use of technological tools, resources and applications in reading, writing, speaking, listening and language use to meet specific communication goals.	Proficient

	Statement or Question	Response	Rating
d)	To what extent do students integrate what is learned when using technology with what they learn offline to develop understanding and communication?	Students integrate what is learned when using technology with what they learn offline to develop understanding and communication.	Proficient

	Statement or Question	Response	Rating
e)	To what extent do students use varying strategies and demonstrate an understanding of communicating to audiences in different forms and for various purposes?	Students sometimes are given opportunities to practice communicating using appropriate audience, form and purpose.	Needs Improvement

	Statement or Question	Response	Rating
f)	To what extent are students engaged in discussion with teachers and peers to inform the writing process and provided a means to publish/share work?	Students engage in discussion with teachers and peers to inform the writing process and are provided with a means to publish/share work.	Proficient

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

Student journals/writer's notebooks

Student products that reflect choice and appropriate use of technology for communicating ideas

Student products from writing and speech competitions

Master schedule of courses for advanced learning opportunities and interventions

Recordings of student presentations or student-led events

Evaluations of student work using rubrics

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

Students are given the opportunity across content areas to publish work via PowerPoint presentation,posters, and print. Middle grades elective courses provide writing and literacy interventions and accelerated courses (master schedule). Primary students are provided response to intervention courses in reading. Students participate in community speech, writing, and poster competitions and classroom debated across content areas. Students participate in the evaluation of writing pieces in which they provide and receive peer feedback.

Curriculum and Instruction: Student Performance

All students have access to an aligned and rigorous curriculum, where instructional strategies are of high quality and inclusive, resulting in student performance at a consistently high level.

	Statement or Question	**Response**	**Rating**
a)	To what extent do students craft communication distinctive to specific disciplines and purposes?	Students demonstrate an understanding of communication structures for specific disciplines and purposes.	Needs Improvement

	Statement or Question	**Response**	**Rating**
b)	To what extent do students respect cultural differences and work effectively with people from a range of social and cultural backgrounds (face-to-face or virtually) to build on and articulate their own ideas?	Students respect cultural differences and work effectively with people from a range of social and cultural backgrounds (face-to-face and virtually) to build on and articulate their own ideas.	Proficient

	Statement or Question	**Response**	**Rating**
c)	To what extent do students learn and work together with teachers, peers and others either face-to-face or virtually to problem-solve and generate products/outcomes tied to curriculum and learning goals?	Students learn and work together with teachers, peers and others either face-to-face or virtually to problem-solve and generate products/outcomes tied to curriculum and learning goals.	Proficient

	Statement or Question	**Response**	**Rating**
d)	To what extent do students reference works of quality and substance as models to inform their work?	Students refer to works of quality and substance as models to inform their work.	Proficient

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

Student writing and communication products appropriate for content areas

Student developed rubrics and models

Unit/planning documents that reflect characteristics

Student products that reflect characteristics

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

Students participate in debates across content areas. Students build models specific to content areas (science and social studies) along with written explanations. Students in social studies write poetry (metaphors) to explain specific events in history.

Formative and Summative Assessment: Assessments

Teachers use multiple formative and summative assessment processes to inform, guide, develop and revise instructional strategies and curriculum to enhance student learning and achievement.

	Statement or Question	Response	Rating
a)	To what extent do teachers engage regularly in a collaborative approach to develop and/or align writing and communication assessments across grade levels and content areas?	Teachers engage regularly in a collaborative approach to develop and/or align writing and communication assessments across grade levels and content areas.	Proficient

	Statement or Question	Response	Rating
b)	To what extent do teachers develop and implement a plan to monitor student progress in writing and communication skills consistent with grade-level writing standards and formative assessments?	Teachers develop and implement a plan to monitor student progress in writing and communication skills consistent with grade-level writing standards and formative assessments.	Proficient

	Statement or Question	Response	Rating
c)	To what extent do teachers, peers and others provide regular feedback on students' writing and communication products as part of a constructive feedback process that is subsequently applied by students to improve their communications?	Teachers, peers, and others provide regular feedback on students' writing and communication products as part of a constructive feedback process that is subsequently applied by students to improve their communications.	Proficient

	Statement or Question	Response	Rating
d)	To what extent do teachers provide regular opportunities for students to revise and apply new learning before summative products are assessed?	Teachers provide regular opportunities for students to revise and apply new learning before summative products are assessed.	Proficient

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

Unit plans/planning documents that show alignment of assessments and instruction to standards

Unit plans/planning documents that reflect integration of formative and summative assessment practices

Student deconstruction of learning targets

Professional Learning Communities

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

Teachers use formative assessment strategies such as pre-tests, bell work, exit slips, questioning, and learning logs/journals across grade

levels and content areas. All teachers participate in monthly professional learning communities in order to discuss and analyze data from formative and summative assessments.

Formative and Summative Assessment: Expectations for Student Learning

Teachers communicate consistently high expectations and use common standards for student learning in writing.

	Statement or Question	Response	Rating
a)	To what extent do students know and understand expectations for their work and receive/provide feedback using standards specific language?	Students know and understand expectations for their work and receive/provide feedback using standards specific language.	Proficient

	Statement or Question	Response	Rating
	To what extent do teachers and students collaborate to set writing and communication goals that are standards-based and informed by feedback and assessments?	Teachers set writing and communication goals for students that are standards-based.	Need Improvement

	Statement or Question	Response	Rating
c)	To what extent do teachers and students engage in self-assessments to monitor progress toward meeting writing and communication goals?	Teachers and students engage in self-assessment to monitor progress toward meeting writing and communication goals.	Proficient

	Statement or Question	Response	Rating
d)	To what extent do teachers and students use models as exemplars and to co-develop scoring guides and rubrics to assess writing and communication?	Teachers and students use models as exemplars and to co-develop scoring guides and rubrics to assess writing and communication.	Proficient

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

Student learning logs and journals show student reflection

Lesson plans indicate differentiation

Teacher reflection on student assessment data

Samples of student and teacher developed rubrics

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

Students and teachers deconstruct state writing rubrics and score exemplar texts with rationales. Students create and maintain goal-setting charts for a variety of content areas. Students deconstruct learning targets in order to have a clear understanding of their goals.

Professional Learning: Opportunity

Professional learning opportunities are planned with teacher learning needs in mind and in response to data available about teacher practice and student learning.

	Statement or Question	Response	Rating
a)	To what extent does the professional learning action plan link to the Comprehensive School Improvement Plan (CSIP) and support grade level appropriate instruction in writing?	The professional learning action plan links to the Comprehensive School Improvement Plan (CSIP) and supports grade level appropriate instruction in writing.	Proficient

	Statement or Question	Response	Rating
b)	To what extent are job-embedded writing professional learning opportunities available to teachers to encourage continuous growth?	Job-embedded writing professional learning opportunities are available to teachers to encourage continuous growth.	Proficient

	Statement or Question	Response	Rating
c)	To what extent are writing professional learning opportunities focused on research-based best practices and planned based on school and student data and teacher Professional Growth Plans?	Writing professional learning opportunities focus on research-based best practices and are planned based on school and student data and teacher Professional Growth Plans.	Proficient

	Statement or Question	Response	Rating
d)	To what extent does the school schedule allow for teachers to collaborate and exchange ideas about literacy best practices?	The school schedule allows for teachers to collaborate and exchange ideas about literacy best practices.	Proficient

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

School PD plan

CDIP

Master Schedule

Individual teacher professional growth plans

Professional Learning Communities

Kentucky Content Leadership Networks in Science and Social Studies

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

Teachers have participated in writing professional development opportunities. They share and collaborate monthly during professional

learning communities. Outside of the district, teachers participate in a variety of opportunities, such as Kentucky Content Leadership Networks for Science and Social Studies.

Professional Learning: Participation

Teachers participate in writing specific professional learning designed to meet their needs. All teachers participate in professional learning focused on 21st century skills.

	Statement or Question	Response	Rating
a)	To what extent do teachers participate in writing content-specific professional learning selected based on school, student and teacher data analysis?	Teachers participate in writing content-specific professional learning selected based on school, student and teacher data analysis.	Proficient

	Statement or Question	Response	Rating
b)	To what extent do teachers actively participate in writing professional learning communities and address issues related to instructional practices, data analysis and improving student achievement?	Teachers actively participate in writing professional learning communities and address issues related to instructional practices, data analysis and improving student achievement.	Proficient

	Statement or Question	Response	Rating
c)	To what extent are teachers writing leaders and communicators in the school and professional organizations?	Teachers are writing leaders and communicators in the school and professional organizations.	Proficient

	Statement or Question	Response	Rating
d)	To what extent do teachers regularly collaborate with community, business and postsecondary partners through advisory committees, work exchange programs and community groups with a focus on writing?	Some collaboration with external partners specifically related to writing occurs.	Needs Improvement

	Statement or Question	Response	Rating
e)	To what extent do most teachers in the school receive and implement professional learning related to the integration of literacy (reading, writing, speaking, listening and language) concepts?	Most teachers in the school receive and implement professional learning related to the integration of literacy concepts (reading, writing, speaking, listening and language).	Proficient

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

Relative professional growth plans

School writing policy/plan that communicates participation of all teachers in literacy instruction

Professional Learning Communities

Participation Kentucky Content Leadership Networks.

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

Teachers maintain individual professional growth plans. The school writing policy and plan is currently being implemented. Teachers participate in Professional Learning Communities. Participation in Kentucky Content Leadership Networks.

Administrative/Leadership Support and Monitoring: Policies and Monitoring

School leadership provides adequate resources, facilities, space and instructional time to support high quality writing instructional programs.

	Statement or Question	Response	Rating
a)	To what extent does the school council/leadership ensure that writing concepts are taught throughout the school and across the curriculum as established in policy?	School council/leadership ensures that writing concepts are taught throughout the school and across the curriculum as established in policy.	Proficient

	Statement or Question	Response	Rating
b)	To what extent does the school council/leadership and teachers participate in the planning of the annual school budget with clear consideration and allocation of resources for writing?	School council/leadership and teachers participate in the planning of the annual school budget with clear consideration of allocation of resources for writing.	Proficient

	Statement or Question	Response	Rating
c)	To what extent does the school council/leadership allocate equitable time and resources to implement the writing program?	School council/leadership allocates equitable time and resources to implement the writing program.	Proficient

	Statement or Question	Response	Rating
d)	To what extent are decisions related to staff assignment based on established policies that include student literacy needs and teacher certification?	Decisions related to staff assignment are based on the established policies that include student literacy needs and teacher certification.	Proficient

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

SBDM agenda and minutes

CDIP

School writing policy and plan

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

SBDM minutes reflect implementation of a writing policy and plan, planning of school budget, and staff assignments.

Administrative/Leadership Support and Monitoring: Principal Leadership

Principals are the primary leaders of all program efforts and support teacher leadership through shared and distributed leadership strategies and actions.

	Statement or Question	Response	Rating
a)	To what extent does the principal enlists teacher leaders to collaborate, evaluate and reflect on the impact of the writing instructional practices on overall student achievement in the school?	The principal enlists teacher leaders to collaborate, evaluate and reflect on the impact of the writing instructional practices on overall student achievement in the school.	Proficient

	Statement or Question	Response	Rating
b)	To what extent does the principal initiate and participate in professional learning related to the school's writing program?	The principal initiates and participates in professional learning related to the school's writing program.	Proficient

	Statement or Question	Response	Rating
c)	To what extent and frequency does the principal communicate with parents and the community about the writing program?	The principal communicates with parents and the community frequently about the writing program.	Proficient

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

Writing Committee
Principal's Report
Instructional Content Leadership Network

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

The principal present a report to SBDM and the Board of Education monthly. The principal participates in the Instructional Content Leadership Network and designates teachers to participate in the Kentucky Content Leadership Networks for Social Studies and Science.

Program Review Next Step Diagnostic

Introduction

The program reviews are intended to guide schools to systematically analyze their comprehensive school programs in the areas of Arts and Humanities, Practical Living/Career Studies, Writing, and the K-3.

This final step is to analyze the findings from each program review to determine how the school will make recommendations to improve and sustain each program.

In-Depth Review

Statement or Question: Identify the programs given an in-depth review during the current school year. You may select more than one.

Response:

- •Arts and Humanities
- •Practical Living/Career Studies
- •Writing
- •K-3

Arts and Humanities Program Review

What areas have been identified as strengths in the Arts & Humanities Program? What is being done to sustain these strengths?

Students have access to weekly classes in Arts and Humanities and create, perform and respond to A and H curriculum.

Students create original works of Art

Students are actively engaged in creating and responding to the Arts

Formative/Summative Assessments are utilized and align to standards

Job embedded PD is available for the Arts and is individualized

Class loads and planning times are equitable for A and H teachers

Arts and Humanities Teachers reflect on impact of the Arts Programs

Arts and Humanities staff provides budgetary input via a Needs Assessment

What areas have been identified that need to be improved in the Arts & Humanities Program?

Curriculum is not revised using multiple indicators

More cross-curricular activities needed along with additional time for this to occur

Curriculum is not enhanced by guest artists

Establish or increase contact with professional organizations

Additional polices need to be considered to ensure all arts concepts are taught throughout curriculum; Principal does not participate in A and H PD or communicate consistently with parents/community regarding A and H program

What steps need to be taken to improve the Arts & Humanities program?

Professional Development and Plan Days utilized in 2014-15 to align Arts and Humanities curriculum to state standards, vertically alignment and PLCs

Professional Development and Planning Days in August 2013 to develop lesson plans and include ideas for students to reflect and receive exposure to: rigorous curriculum with feedback, reflect on exemplary exhibits, incorporate additional dance and theatre, align to CSIP/CDIP

Principal include all Arts and Humanities events on School Marquee, Website and Newsletter

Further refinement of a new unit on drama created and implemented by music teacher and middle grades language arts

Practical Living/Career Studies Program Review

What areas have been identified as strengths in the Practical Living/Career Studies Program? What is being done to sustain these strengths?

Health and Physical Education Curriculum is identified and taught with fidelity

The School Health Committee meets twice a year to review policies and plan events

The ILP is completed for all students and all students receive adequate advising

Kentucky Core Academic Standards are aligned and taught with fidelity

Overall curriculum and instruction in Health and Physical Education is proficient or better

Assessment, both formative and summative, proficient or better

Integration of health into other content areas has occurred via a Pinterest Program Review Board

What areas have been identified that need to be improved in the Practical Living/Career Studies Program?

The Consumerism Curriculum is not taught in depth

Career Curriculum/ Consumerism is limited in connections with businesses and community

Students do not regularly engage in appropriate grade level financial decision making activiti

Collaboration time between PL and Core Areas

What steps need to be taken to improve the Practical Living/Career Studies program?

Look for ways to include more consumerism into instruction

Provide PLC time for PL to meet with Core area teachers

Develop a Career Day for students to participate in and investigate careers, consumerism, etc...

Get additional guest speakers from the community and work force

Continue use of Pinterest type working program review board for all staff

Writing Program Review

What areas have been identified as strengths in the Writing program? What is being done to sustain these strengths?

Literacy learning is intentionally planned across content areas

Technology is embedded into the curriculum

The Writing Process is formally discussed and taught

Learning is aligned to the curriculum and teachers, peers, others work face to face

Frequent opportunities for revision and application of new learning prior to summative assessments

Students know expectations and are given feedback using standard specific language

PD aligns to CSIP for the writing program

Teachers have engaged and participated in writing specific PD

Teacher leaders are enlisted to impact writing practices

Formative and Summative Assessments are incorporated on a continuing basis

What areas have been identified that need to be improved in the Writing program?

More specific standard based writing goals are needed

More collaboration with outside businessess, agencies and advisory committees with a focus on writing is needed

What steps need to be taken to improve the Writing program?

Continue curriculum work and unit alignment to focus on specific standards in writing

Reach out to community partners to provide support and collaboration for writing. Possibly tie in with existing events (Reality Fair, Tutoring Volunteers, potential Career Day)

Continue with focus on broadening writing throughout all content areas

K-3 Program Review

What areas have been identified as strengths in the K-3 program? What is being done to sustain these strengths?

Standards are taught and mostly aligned to grade level

Frequent formative assessment is used that impacts instruction

Students are assigned RtI based on data

A variety of equipment and materials (programs, technology, etc...) is available and utilized on a daily basis

The schedule maximizes instructional time

Professional Development is aligned to the CDIP and embedded into instruction

Teachers in the K-3 Program meet in reguarly montly PLCs

What areas have been identified that need to be improved in the K-3 program?

More Vertical Alignment of curriculum between grade levels is needed

The curriculum continues the need to be refined and standards fully develop

RtI for behavior needs to be more fully developed

Differentiation and Formative assessment continue to be completely developed

What steps need to be taken to improve the K-3 program?

Professional Development and Planning Time to complete vericial alignment of curriculum

Curriculum night to communicate with parents the curriculum in the K-3 program

Fine tune RtI for behavior

Continue with PD and utilizing Plan Days for effective instructional strategies

Program Review: World Language/Global Competency

Introduction

This report contains Program Review results for World Language/Global Competency . This program review is required as part of Kentucky's new assessment and accountability model. A Program Review is a systematic method of analyzing components of an instructional program, including instructional practices, aligned and enacted curriculum, student work samples, formative and summative assessments, professional development and support services, and administrative support and monitoring. (KRS 158.6453(l)(i))

Diagnostic tools to capture and report the results from these program reviews are contained in the AdvancED's Adaptive System of School Improvement Support Tools (ASSIST). ASSIST allows schools and institutions to gain better understanding of past successes and opportunities, and confidently build a solid, research-based improvement plan for the future.

Curriculum and Instruction: Student Access

All students should have equitable access to high quality curriculum and instruction.

	Statement or Question	Response	Rating
a)	To what extent does the school provide opportunities for each student, including ELL students, to learn and develop benchmarked proficiencies in at least one world language by scheduling time for instruction, learning opportunities and monitoring and for all students to experience a range of global cultures, issues and connections?	The school does not provide opportunities for students to learn another language or global cultures, issues or connections.	No Implementation

	Statement or Question	Response	Rating
b)	To what extent does the school provide regular opportunities for each student to interact with native or near native speakers and access authentic materials to help them meet benchmarks?	The school does not provide opportunities for students to interact (virtually or face to face) with native or near native speakers or cultures and access authentic materials.	No Implementation

	Statement or Question	Response	Rating
c)	To what extent does the school promote and encourage language-learning opportunities for all students outside of school and recognize achievement through credit for proficiency and/or performance and cultural experiences?	The school acknowledges but does not formally recognize achievement gained through cultural experiences (e.g., family, community or informal learning opportunities).	Needs Improvement

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

Global and cultural issues through lesson plans. Especially Social Studies.

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

Scoring is based on the current evidence.

Curriculum and Instruction: Aligned and Rigorous Curriculum

An aligned and rigorous curriculum provides access to a common academic core for all students as defined by state standards.

	Statement or Question	Response	Rating
a)	To what extent does the world language curriculum focus on communicative proficiency closely aligned to and benchmarked to the Kentucky Core Academic Standard for World Language Proficiency? To what extent does the school curriculum integrate global competency?	The world language curriculum and global focus is somewhat aligned to, but does not identify or target specific benchmarks in the Kentucky Core Academic Standards.	Needs Improvement

	Statement or Question	Response	Rating
b)	To what extent does the school's curriculum provide opportunities for students to connect real world experiences to the practice of 21st Century Skills (i.e., critical thinking and problem solving, collaboration, creativity and communication)?	Curriculum provides limited opportunities for students to practice 21st century critical thinking, problem solving and communication skills.	Needs Improvement

	Statement or Question	Response	Rating
c)	To what extent does the world language/global competency curriculum integrate content across disciplines and make connections to students' learning in other disciplines, interests and their community?	The world language curriculum rarely intentionally integrates content from other disciplines.	Needs Improvement

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

World Language Curriculum is currently limited to global studies as contained in the current curriculum documents.

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

Scores are based on current curriculum and instruction.

Curriculum and Instruction: Instructional Strategies

All teachers implement instructional strategies that provide quality experiences, a variety of activities and access for all students.

	Statement or Question	Response	Rating
a)	To what extent is the target language used as the language of instruction?	English is the primary language of instruction.	No Implementation

	Statement or Question	Response	Rating
b)	To what extent are students provided a variety of ways to experience and communicate in the three modes of communication (interpretive, interpersonal and presentational) in authentic cultural contexts?	Instruction focuses on memorized language and grammatical accuracy, not communication, and allows students few opportunities to experience or use conversational language.	No Implementation

	Statement or Question	Response	Rating
c)	To what extent is instruction around world language/global competency built around inquiry and reflection?	Global competencies are taught through isolated facts and artificially designed cultural events.	Needs Improvement

	Statement or Question	Response	Rating
d)	To what extent do teachers engage students in a variety of appropriate learning activities designed to meet individual needs and preferences?	Not Applicable	N/A

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

Current lesson plans and curriculum documents.

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

Scoring is based off of the current evidences.

Curriculum and Instruction: Student Performance

All students have access to an aligned and rigorous curriculum, where instructional strategies are of high quality and inclusive, resulting in student performance at a consistently high level.

	Statement or Question	Response	Rating
a)	To what extent do students demonstrate consistent growth in the three modes of communication: interpretive (listening /reading), interpersonal (speaking /writing) and presentational (speaking/writing)?	Students do not demonstrate growth in the modes of communication for language learning.	No Implementation

	Statement or Question	Response	Rating
b)	To what extent do students demonstrate consistent benchmarked growth in the development of their global competencies (the knowledge, skills, and dispositions to understand and act creatively and innovatively on issues of global significance)?	Students demonstrate limited growth in meeting benchmarks for global competencies (Global Competence is the knowledge, skills and dispositions to understand and act creatively and innovatively on issues of global significance).	Needs Improvement

	Statement or Question	Response	Rating
c)	To what extent do teachers help students set performance goals based on the Kentucky Standard for World Language Proficiency and the Global Competency Matrix?	Teachers provide limited help to student with setting performance goals for learning based on the Kentucky Standard for World Language Proficiency and the Global Competency Matrix.	Needs Improvement

	Statement or Question	Response	Rating
d)	To what extent are students encouraged to use the language outside of class?	Students are not encouraged to use the language outside class.	No Implementation

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

Lesson Plans and current curriculum documents.

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

Scores are based on the evidences

Formative and Summative Assessment: Variety of Assessment

Teachers use multiple assessment processes to inform, guide, develop and revise instructional strategies and curriculum to enhance student learning and achievement.

	Statement or Question	Response	Rating
a)	To what extent are formative assessment processes and summative assessments clearly aligned with state standards?	Learning may not be assessed, but if it is, formative and summative assessments are not aligned with state standards.	No Implementation

	Statement or Question	Response	Rating
b)	To what extent do teachers design formative assessment processes and summative assessments to assess communicative language and intercultural and global competencies?	Formative assessment processes and summative assessments are designed to assess rote learning of language/global competence.	No Implementation

	Statement or Question	Response	Rating
c)	To what extent do teachers guide students to engage in self-assessment and peer review to monitor their progress?	Students are provided limited opportunities to use self-assessments or peer review to monitor their progress.	Needs Improvement

	Statement or Question	Response	Rating
d)	To what extent are performance tasks routinely used to assess students' language proficiency and global competency?	Formative assessment processes and summative assessments are knowledge level. (e.g., matching, true/false, fill-in the blank, etc.)	No Implementation

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

Lesson Plans and current curriculum documents

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

Scoring is based off the current evidences.

Formative and Summative Assessment: Expectations for Student Learning

Teachers communicate consistently high expectations for student learning in World Language and Global Competency.

	Statement or Question	Response	Rating
a)	To what extent do teachers use and share standards-based learning targets/objectives and functional language SMART Goals with students?	Teachers inconsistently use teaching objectives/targets and functional language SMART Goals and share them with students.	Needs Improvement

	Statement or Question	Response	Rating
b)	To what extent are students expected to demonstrate continuous growth and proficiency in the three modes of communication and global competency?	Expectations for student growth are not clearly defined.	No Implementation

	Statement or Question	Response	Rating
c)	To what extent do teachers use clearly defined rubrics/scoring guides that have been co-created with students before assigning assessments?	Teachers do not use rubrics or scoring guides.	No Implementation

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

Lesson Plans and classroom observations.

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

Scoring is based on current evidence.

Formative and Summative Assessment: Assessment Of/For Learning

Multiple formative assessment processes and summative assessments are used to inform, guide, develop and revise instructional strategies and curriculum to enhance student learning and achievement.

	Statement or Question	Response	Rating
a)	To what extent do teachers use observation, personal communication, student performance, written work and other assessment data to adjust instructional strategies and learning targets in order to improve student learning?	Teachers use observation, student performance, written work and assessment data to improve instruction without adjusting learning targets and with little connection to differentiated student learning.	Needs Improvement

	Statement or Question	Response	Rating
b)	To what extent are students provided with meaningful, timely and documented feedback from a variety of sources on their performance in order to improve learning results?	Teachers provide students limited feedback focused mostly on correctness and less on ways to improve performance.	Needs Improvement

	Statement or Question	Response	Rating
c)	To what extent do students self-assess, reflect and evaluate evidence of their language proficiency and global competency?	Students do not self-assess or have choice in demonstrating their proficiency.	No Implementation

	Statement or Question	Response	Rating
d)	ELEMENTARY: To what extent does the school provide a thoughtful procedure for documenting and reporting student proficiency in world language and global competency?	Student proficiency in world language and global competency is not reported.	No Implementation

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

Current teaching practices and curriculum.

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

Scoring is based on the present evidence.

Professional Learning: Opportunity

Professional learning opportunities are planned according to the Standards for Professional Learning, with teacher learning needs in mind, and in response to data available about current teacher practice and student learning.

	Statement or Question	Response	Rating
a)	To what extent are professional growth plans (PGPs) linked to the Comprehensive School Improvement Plan (CSIP) and designed to support appropriate instruction in world language and global competency?	A professional growth plan is developed, but it is not individualized to match world language and global competency teacher needs.	Needs Improvement

	Statement or Question	Response	Rating
b)	To what extent does the school provide world language and global competency professional learning opportunities focused on research/evidence based best practices and based on school and student data and teacher Professional Growth Plans?	Teacher professional learning opportunities are limited and do not focus on research/evidence based practices that will support teacher Professional Growth Plans in world languages and global competency.	Needs Improvement

	Statement or Question	Response	Rating
c)	To what extent does the school ensure that job embedded world language and global competency professional learning opportunities are available to teachers?	Teachers have limited access to job embedded professional learning opportunities in world languages and global competencies.	Needs Improvement

	Statement or Question	Response	Rating
d)	To what extent does the school allocate time for world language and academic core teachers to collaborate and exchange ideas?	Not Applicable	N/A

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

Professional development plan and schedule

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

Scoring is based on the evidence

Professional Learning: Participation

Teachers participate in program-specific professional learning designed to meet their needs. The program area teachers participate in professional development focused on 21st Century Skills.

	Statement or Question	Response	Rating
a)	To what extent do world language teachers participate in and implement content-specific professional learning?	Not Applicable	N/A

	Statement or Question	Response	Rating
b)	To what extent do world language teachers actively participate in professional learning communities to address issues related to instructional practices, data analysis and improving student achievement?	Not Applicable	N/A

	Statement or Question	Response	Rating
c)	To what extent do world language teachers exhibit leadership in professional organizations and the school?	Not Applicable	N/A

	Statement or Question	Response	Rating
d)	To what extent do the world language teachers collaborate with community, business and postsecondary partners through advisory committees, work exchange programs and/or community groups focusing on language proficiency and global competency?	Not Applicable	N/A

	Statement or Question	Response	Rating
e)	To what extent do teachers (beyond language teachers) engage in professional learning to integrate world language/ global competencies into their teaching?	No teachers receive professional learning opportunities to enhance the integration of world language and global competency content.	No Implementation

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

At the current time we do not have a dedicated world language teacher

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

Scoring is based off the current evidence

School Leadership: Policies and Monitoring

School leadership establishes and monitors implementation of policies, provides adequate resources and facilitates space and instructional time to support highly effective world language and global competency instructional programs.

	Statement or Question	Response	Rating
a)	To what extent does school leadership implement policies to ensure that world language/global competencies are taught across the curriculum?	No policies are in place to ensure that world language and global competency concepts are taught throughout the curriculum.	No Implementation

	Statement or Question	Response	Rating
b)	To what extent is time allowed for all students to engage in world language/global competency instruction?	Time in the school schedule is not adequately allocated for all students to receive instruction in world language and global competency.	Needs Improvement

	Statement or Question	Response	Rating
c)	To what extent are world language teachers involved in budgetary planning for the world language/global competency program?	Not Applicable	N/A

	Statement or Question	Response	Rating
d)	To what extent does leadership adopt and implement policies on staffing, class offerings, scheduling, curriculum, instruction and assessment designed to support the proficiency goals for language and global competency identified in school's CSIP, curriculum and vision?	Policies on staffing, world language class offerings, scheduling, curriculum, instruction and assessment do not exist and proficiency goals for global competency and language learning are not identified.	No Implementation

	Statement or Question	Response	Rating
e)	To what extent does school leadership establish and implement a hiring and monitoring policy and procedure for international teachers and language and culture assistants, Fulbright teachers, etc.?	Leadership does not have a hiring or monitoring procedure for world language teachers, including possible use of international teachers and language and culture assistants, Fulbright teachers, etc.	Needs Improvement

	Statement or Question	Response	Rating
f)	To what extent does school leadership establish and implement policies to support student/teacher international travel/exchange, field trips and community service?	Leadership sometimes supports or encourages outside learning opportunities, but no policies exist.	Needs Improvement

	Statement or Question	Response	Rating
g)	HIGH SCHOOL/MIDDLE SCHOOL: To what extent does high school and middle school leadership establish and implement a policy that assures credit for world language proficiency and global competency acquired outside or inside the classroom?	There are no school policies to award credit for world language proficiency or global competency acquired outside or inside the classroom.	No Implementation

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

Current schedule and curriculum documents and policies

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

Scoring is based on current evidence

School Leadership: Principal Leadership

Principals are the primary leaders of all world language and global competency efforts and support teacher leadership through shared and distributed leadership strategies and actions.

	Statement or Question	Response	Rating
a)	To what extent are teacher leaders involved in evaluating and reflecting on the impact of the program on overall student achievement?	The principal is the only evaluator of the impact of world language and global competency instructional practices on overall student achievement in the school.	Needs Improvement

	Statement or Question	Response	Rating
b)	To what extent does the school leader(s) participate in professional learning on world language/ global competency?	The principal initiates professional learning regarding the school's world language and global competency programs.	Needs Improvement

	Statement or Question	Response	Rating
c)	To what extent does the principal communicate with parents and community about the world language/global competency program?	The principal does not communicate with parents and community about world language and global competency programs.	No Implementation

	Statement or Question	Response	Rating
d)	To what extent does the principal demonstrate an awareness of the importance of world language proficiency and global competencies?	Principals show limited awareness of the importance of world language proficiency and global competencies.	Needs Improvement

	Statement or Question	Response	Rating
e)	To what extent does the principal make world language/global competency program decisions based on input from stakeholders and teacher leaders who understand second language acquisition research, global competence and demonstrate effective pedagogical practices?	Principals make world language and global competency program decisions with little input from teacher leaders who understand second language acquisition research, global competence and demonstrate effective pedagogical practices.	Needs Improvement

	Statement or Question	Response	Rating
f)	To what extent does the principal consider the importance of integrating language and culture across the curriculum to develop global perspectives?	Principals do not enlist teacher leaders to collaborate, evaluate and reflect on importance of integrating language and culture across the curriculum to develop global perspectives.	Needs Improvement

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

Current procedures and principal input

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

Scoring is based on the current evidence

Career Advising Diagnostic (required grades 6-12)

Introduction

Kentucky is committed to ensuring that every student reaches proficiency and graduates from high school ready for college and/or career. A strategy for comprehensive college and career advising, connecting students to adults that may advise them on college and career options is integral to reaching this goal. This diagnostic can be used by schools to determine the level of implementation of a Comprehensive College and Career Advising Program and can be used in conjunction with Program Review for Practical Living/Career Studies.

A Comprehensive College and Career Advising Program should:

1. Be School-Wide;

2. Implement or Employ the Individual Learning Plan (ILP) as the core component of college and career advising and exploration;

3. Unite students, staff, parents, the community, businesses, and higher education; and

4. Aim to reduce dropout rates, raises graduation rates, and helps pave the way for students to seek post-secondary pursuits after high school (Hodges, 2010; Schanfield, 2010).

To be most effective schools should create a School Counseling Program Advisory Council, as recommended by the American School Counselor Association National Model (3rd ed.) (ASCA, 2012). In order to effectively meet the needs of all students the Advisory Council should be diverse and consist of representatives from school staff, students, parents, and the community. The involvement of many stakeholders ensures program continuity and broadens the scope of content knowledge, skill development, and the formation of habits necessary for students to be successful in adulthood.

Role and Responsibilities of a School Counsel Program Advisory Council
The Advisory Council helps develop the Comprehensive College and Career Advising plan, which includes interventions that target the unique academic, career and personal/social needs of students as identified through needs assessments, grades, ILP reporting, EPAS scores, Student Gallup Poll results, and other school related data. (3rd ed.) (ASCA, 2012).

Evidence-based monitoring is the responsibility of the school counseling program advisory council to ensure that relevant objectives are met and reached. Revisions of the program are intentional, timely and responsive to student and school needs. Data analysis is used to set priorities for services to address academics, behavior, attendance, retention, and acceleration needs. Further, as described by ASCA (http://www.ascanationalmodel.org/content.asp?contentid=21), data are used "to measure the results of the program as well as to promote systemic changes within the school system so every student graduates college- and career-ready" (2012).The School Counseling Program Advisory Council should prioritize services that address the school's Comprehensive Improvement Plan concerning college and career readiness, proficiency for all students and eliminating achievement gaps.

In addition to including ALL students, the advising program must be scheduled to occur at regular intervals throughout the school year and be structured to include frequent updating of student ILPs. Imbedding the ILP into the advising system is critical to: supporting students to set and meet goals, helping teachers building relationships with students, and empowering schools to meet the needs of all students.

References:
American School Counselor Association National Model (3 ed.). (2012). Alexandria, VA: American School Counseling Association.

Advising Program

	Statement or Question	Response	Rating
1.	Advising program is guided by a team comprised of a variety of stakeholders.	No team in place or membership is limited to school staff.	Apprentice

	Statement or Question	Response	Rating
2.	Advising occurs at regularly scheduled intervals throughout the school year.	No structured advising program is in place.	Apprentice

	Statement or Question	Response	Rating
3.	Every student has a regular and on-going advising relationship with at least one adult in the school building.	Targeted students are assigned to an advisor who has regular contact and is familiar with the student's grades, co-curricular activities and career goals.	Proficient

	Statement or Question	Response	Rating
4.	Advising program promotes systemic changes within the school.	The advising program is designed to address the academic needs of all students and provide guidance to students who self-identify a personal/social need.	Proficient

	Statement or Question	Response	Rating
5.	The ILP is effectively implemented with input from administrators, counselors, advisors, teachers, students and parents.	Leadership support is limited to school counselors and teachers. School integrates the ILP in 1-3 content areas as a teaching tool. School-Based Decision Making Council adopts a policy for ILP implementation including involving parents in ILP review. Data is collected but not analyzed; no clearly defined criteria are followed.	Proficient

	Statement or Question	Response	Rating
6.	Each student has goals that incorporate identified interests and career-path goals for postsecondary or workforce readiness identified within the ILP.	School & staff have established an advising program that ensures every student has a meaningful relationship with at least one adult who serves as a resource as the student completes the ILP. Every student has access to accelerated learning opportunities that are aligned with their ILP.	Distinguished

	Statement or Question	Response	Rating
7.	Advising is related to academics, career, and personal/social needs.	Advising includes academics and college/career planning but does not address personal/social needs.	Proficient

	Statement or Question	Response	Rating
8.	Advising program sets goals and implements strategies to address achievement gaps.	The school implements school-wide efforts to encourage all students to reach proficiency.	Proficient

	Statement or Question	Response	Rating
9.	Advising program uses data to measure the results and ensure that every student graduates college and career ready and work towards decreasing achievement gaps.	Some data is used to determine advising needs, but is not linked to school improvement.	Proficient

Program Review: K-3

Introduction

This report contains Program Review results for K-3. This program review is required as part of Kentucky's new assessment and accountability model. A Program Review is a systematic method of analyzing components of an instructional program, including instructional practices, aligned and enacted curriculum, student works samples, formative and summative assessments, professional development and support services, and administrative support and monitoring. (KRS 158.6453(l)(i)) Diagnostic tools to capture and report the results from these program reviews are contained in the AdvancED's Adaptive System of School Improvement Support Tools (ASSIST). ASSIST allows schools and institutions to gain better understanding of past successes and opportunities, and confidently build a solid, research-based improvement plan for the future.

Curriculum and Instruction: Student Access

All students have equitable access to highly effective curriculum and instruction.

	Statement or Question	Response	Rating
a)	To what extent do teachers consistently collaborate with others on their team or grade level to plan instructional units, including common assessments and supplemental activities to ensure that each student has access to the curriculum and access to supports necessary to attain the curriculum?	Teachers consistently collaborate with others on their team or grade level to plan instructional units, including common assessments and supplemental activities to ensure that each student has access to the curriculum and access to supports necessary to attain the curriculum.	Proficient

	Statement or Question	Response	Rating
b)	To what extent do students have access to a variety of equipment and materials that are relevant and necessary to support their needs? To what extent is instruction continually revised and students are guided in how to use the feedback to improve their work?	Students have access to and use a variety of equipment and materials designed to meet their individual needs and enhance their learning experiences. Instruction is continually revised and students are instructed in how to use the feedback to improve their work.	Distinguished

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

Students regularly use computers, curriculum resources (online and hard copy), SmartBoard for instruction, hands on manipulatives, education city, brain pop, jr., etc...

Collaboration is reguarly scheduled as part of our PLCs. Teachers also meet and discuss individual student achievement within the RTI program.

Teachers meet with students to set, review, and monitor MAP goals throughout the year. MAP data is used to support student achievement and success.

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

Based on evidence and review the level of collaboration and instructional access for students observed in the classroom.

Curriculum and Instruction: Aligned and Rigorous Curriculum

An aligned and rigorous curriculum provides access to Kentucky Core Academic Standards (KCAS) for all students as defined by state and national standards.

	Statement or Question	Response	Rating
a)	To what extent is the curriculum vertically and horizontally aligned to state standards and fully addresses the rigor/intent of the standards? Does it includes specific pacing recommendations?	The curriculum is vertically and horizontally aligned to state standards and fully addresses the rigor/intent of the standards. It includes specific pacing recommendations.	Proficient

	Statement or Question	Response	Rating
b)	To what extent is instructional time adequately provided for teachers to plan and fully enact the curriculum?	Ample instructional time is provided and utilized effectively by all teachers to address the curriculum. Flexibility is built into the schedule to further address student misconceptions as well as to provide enrichment opportunities to ensure student success.	Distinguished

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments

Master Schedule and Individual Teacher Classroom Schedule is designed to maximize student instructional time and flexibility. Weekly lesson plans to ensure coverage of required curriculum. Curriculum documents aligned to state standards.

On-going work and professional development to fine-tune vertical alignment and assessment.

Work continues on backward instruction design and unit plans.

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

Master Schedule and Individual Teacher Classroom Schedule is designed to maximize student instructional time and flexibility. Weekly lesson plans to ensure coverage of required curriculum. Curriculum documents aligned to state standards.

Curriculum and Instruction: Instructional Strategies

All teachers implement research-based instructional strategies that include characteristics of highly effective teaching and learning for all students.

	Statement or Question	Response	Rating
a)	To what extent do teachers routinely use student-centered and evidence-based instructional strategies that include classroom discussions, questioning, and learning tasks that promote critical thinking skills? To what extent does scaffolding of instruction occur? To what extent do students work in flexible, collaborative groups based on student needs and learning styles?	Teachers routinely use studentcentered and evidence-based instructional strategies that include classroom discussions, questioning, and learning tasks that promote critical thinking skills. Teachers scaffold instruction. Students work in flexible, collaborative groups based on student needs and learning styles.	Proficient

	Statement or Question	Response	Rating
b)	To what extent do teachers consistently involve students in defining and/or writing learning targets (using clear and precise language) that are essential to standard attainment? To what extent can students describe what it takes to achieve the target (the success criteria)? To what extent is instruction planned to directly ensure that students meet the targets and ultimately have opportunities to demonstrate understanding of the standard as a whole?	Teachers consistently involve students in defining and/or writing learning targets (using clear and precise language) that are essential to standard attainment. Students can describe what it takes to achieve the target (the success criteria). Instruction is planned to directly ensure that students meet the targets and ultimately have opportunities to demonstrate understanding of the standard as a whole.	Proficient

	Statement or Question	Response	Rating
c)	To what extent are students engaged in cross-curricular instruction that is deliberate, culturally responsive, and includes hands-on, authentic and applied learning experiences?	Students are engaged in cross-curricular instruction that is deliberate, culturally responsive, and includes hands on, authentic and applied learning experiences.	Proficient

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

Lesson Plans

Thematic Units

Incorporation of Science and Social Studies into reading (Literacy Standards for Science and S.S.)

Cross-Connections with special areas (arts, etc...)

Learning Targets

Reading and Writing in math and other content areas

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

Frequent use of Literacy in all content areas and consistent use of thematic units and collaboration with special area contents.

Curriculum and Instruction: Kentucky Systems of Intervention (KSI) /Response to Intervention (RtI)

A school establishes and uses a systematic, comprehensive system that addresses accelerated learning, achievement gaps, highly-effective instruction, readiness to learn and student transitions. A school provides a seamless framework, using state and federal funding, that addresses academic and behavioral needs, that is accessible to all students.

	Statement or Question	Response	Rating
a)	To what extent is a KSI/RtI decision making protocol established and used to make decisions based on student needs (as required in HB 69)? What specific interventions or types of interventions are implemented for reading and writing, mathematics, and behavior supports within the school's KSI/RtI model?	A KSI/ RtI decision making protocol has been established and is used to make decisions based on student needs.	Proficient

	Statement or Question	Response	Rating
b)	To what extent is universal screening used to determine students for intervention and data used to determine intervention services?	Universal screening is used to determine students for intervention services; diagnostic assessment and/or supplemental report data is used to further inform the individual student's intervention services.	Distinguished

	Statement or Question	Response	Rating
c)	To what extent does highly effective instruction include tiered services/supports that provide intervention to increase student achievement, is research-based, aligned to standards as well as across tiers, and accessible to all students?	Highly effective instruction includes tiered services that provide a comprehensive system of interventions to maximize student achievement, is research-based, aligned to standard as well as across tiers, and designed to meet the individual needs of all students.	Distinguished

	Statement or Question	Response	Rating
d)	To what extent do intervention team members meet to discuss academic and behavioral needs of students and adequately address those needs?	Intervention team members meet to discuss academic and behavioral needs of students and adequately address those needs.	Proficient

	Statement or Question	Response	Rating
e)	To what extent does progress monitoring data (as required in SB 1 2009, including specifically diagnostic data) inform decisions about instruction and individual student learning? To what extent is instruction adjusted based on the progress monitoring data?	Progress monitoring occurs on a routine schedule. Data collected informs decisions about instruction and individual student learning. Instruction is adjusted based on the progress monitoring data.	Distinguished

	Statement or Question	Response	Rating
f)	To what extent does the school revisit and modify KSI/RtI programmatic protocols and improvements based on assessment data?	The school regularly communicates intervention services and progress with the families of those students identified for intervention. Family communication is focused on improving student learning.	Proficient

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

Revised RTI Handbook for 2014-15 school year

Implementation of RTI flowchart

Regular use of Progress Monitoring Data (AimsWeb, and MAP)

MAP meetings with teachers and RTI Teacher

Notification of RTI services letter to parents

Progress Monitoring data sent to teachers and parents

Attends Parent/Teacher conferences

Regular sharing of lessons between classroom teachers and RTI Teacher

Intervention Team meets to make decisions on student progress

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

Students receive RTI in the classroom and with the intervention teacher depending on data.

Interventions are continuously monitored and changes are made based on weekly performance checks.

Due to the school size each individual grade level teacher collaborates with RTI and Special Education teachers to determine appropriate interventions.

Formative and Summative Assessment: Assessments

Teachers should use multiple assessment processes to inform, guide, develop and revise instructional strategies and curriculum to enhance to student learning and achievement

	Statement or Question	Response	Rating
a)	To what extent do teachers embed day-to-day/week-to-week/informal assessments to monitor progress and guide instruction (aligned to the school's SBDM policies and practices)?	Teachers embed day-to-day/week-to-week/informal assessments to monitor progress and guide instruction (aligned to the school's systemic plan/policy).	Proficient

	Statement or Question	Response	Rating
b)	To what extent do teachers use multiple and developmentally appropriate assessment methods (e.g., formative, screening, diagnostic, interim, benchmark, summative) to systematically gather data about student understanding of learning targets, reflect on instruction, and make adjustments to instruction?	Teachers use multiple and developmentally appropriate assessment methods (e.g., formative, screening, diagnostic, interim, benchmark, summative) to systematically gather data about student understanding of learning targets, reflect on instruction, and make adjustments to instruction.	Proficient

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

Lesson Plans including weekly teacher reflections and differentiation based on data

Previous Professional Development on Formative Assessment

Utilization of a variety of formative assessments in the classroom

Weekly fluency progress monitoring/weekly phonics progress monitoring/weekly math progress monitoring

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

Formative evidence in lesson plan and unit checks and classroom observations. Data sheets from fluency and other forms of assessment. Follow up from Professional Development sessions.

Formative and Summative Assessment: Expectations for Student Learning

Teachers communicate consistently high expectations and use common standards for student learning in K-3.

	Statement or Question	Response	Rating
a)	To what extent are students and families provided with clear models and descriptions of the intended targets to be mastered?	Students and families are provided with clear models and descriptions of the intended targets to be mastered.	Proficient

	Statement or Question	Response	Rating
b)	To what extent are teachers providing timely, learning target-focused descriptive feedback to students and provide guidance on how to apply the feedback to enhance student work?	Teachers provide timely, learning target-focused descriptive feedback to students and provide guidance on how to apply the feedback to enhance student work.	Proficient

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

Lesson Plans and Unit Documents

Daily use of posted and deconstruction of learning targets

Student self-evaluation based on the standard

Individual student feedback on assignments such as writing samples

each student receives an agenda to track assignments

Parent/Teacher conferences

Newsletters and/or weekly student progress to inform and update parents on standards

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

Frequent and specific tracking of standards and student achievement of each one via newsletters and conferences with parents. Use of agenda to communicate on a daily basis. Parents have access to Parent Portal for grade 3 in Infinite Campus.

Professional Learning: Opportunities

Professional learning opportunities are planned with teacher learning needs in mind and in response to data available about teacher practice and student learning.

	Statement or Question	Response	Rating
a)	To what extent does the school ensure that professional learning is linked to the Comprehensive School Improvement Plan (CSIP), teacher professional growth plans and is designed for improving early learning outcomes for instruction in the K-3 program?	The professional learning action plan is linked to the Comprehensive School Improvement Plan (CSIP), is appropriate for K-3 instruction, and is revisited throughout the year to assess the implementation and fidelity and to make needed changes.	Distinguished

	Statement or Question	Response	Rating
b)	To what extent does the school ensure that teachers have access to and participate in job-embedded professional learning that supports research-based K-3 practices?	Teachers have access to and participate in job-embedded professional learning (e.g., distance learning, conferences, workshops) that supports research-based K-3 practices.	Proficient

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

Staff reviewed and revised CDIP and all Professional Development was aligned to it. Monthly meetings of SBDM Council and the Board of Education reviewed implementation of Professional Development and CDIP. Teachers would share information gathered at professional development if applied to other grades.

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

Staff reviewed and revised CDIP and all Professional Development was aligned to it. Monthly meetings of SBDM Council and the Board of Education reviewed implementation of Professional Development and CDIP.

Professional Learning: Participation

Teachers are leaders in their professional community, and guide/lead professional learning that meets the needs of the professional learning community.

	Statement or Question	Response	Rating
a)	To what extent do teachers and administrators actively participate as members of professional learning communities that focus on research-based K-3 practices, planning of instruction, analysis of assessment data/student work and student performance?	Teachers and administrators actively participate as members of professional learning communities that focus on research-based K-3 practices, planning of instruction, analysis of assessment data/student work and student performance.	Proficient

	Statement or Question	Response	Rating
b)	To what extent do K-3 teachers and administrators regularly collaborate with the community, local business partners, as well as early learning communities and secondary partners?	K-3 teachers and administrators regularly collaborate with the community, local business partners, as well as early learning communities and secondary partners.	Proficient

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

Community Leaders and Volunteers visit and help in classrooms

Parent Volunteers

CINSAM

Health Fair (local community, business, community service agencies)

K-2 Field trip to the Fire House for safety presentation

Veterans Day Program

Fine Arts Night

Community Fitness Center in the School

Dental Sealant Program

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

Parent and Community involvement is an integrated part of the day. Family Resource Center provides resources as needed. Classroom volunteers on a frequent basis and other agencies on a more limited basis. In part due to the small size of our community.

Administrative/Leadership Support and Monitoring: Policies and Monitoring

School leadership establishes and monitors implementation of policies, provides adequate resources, facilities, space and instructional time to support highly effective K-3 instructional programs.

	Statement or Question	Response	Rating
a)	To what extent does the School leadership/SBDM committee continually monitor the availability of resources in effort to thoughtfully allocate sufficient blocks of instructional time and developmentally appropriate resources needed to support an effective K-3 program?	School leadership/SBDM committee continually monitors the availability of resources in effort to thoughtfully allocate sufficient blocks of instructional time and developmentally appropriate resources needed to support an effective K-3 program.	Proficient

	Statement or Question	Response	Rating
b)	To what extent does the SBDM committee establish and enact a process to (at least annually) analyze data related to the implementation and impact of policies and practices specific to the K-3 program?	SBDM committee establishes and enacts a process to at least annually analyze data related to the implementation and impact of policies and practices specifically for the K-3 program.	Proficient

	Statement or Question	Response	Rating
c)	To what extent does the school council/leadership communicate with parents and community frequently about the K-3 program?	School council/leadership communicates with parents and community frequently about the K-3 program.	Proficient

	Statement or Question	Response	Rating
d)	To what extent does School leadership/SBDM establish and maintain policies that promote best practice in the K-3 program (e.g., critical attributes: continuous progress, developmentally appropriate educational practices, multiage and multiability classrooms, authentic assessment, qualitative reporting methods, professional teamwork, and positive parent involvement)?	School leadership/SBDM establishes and maintains policies that promote best practice in the K-3 program (e.g., critical attributes: continuous progress, developmentally appropriate educational practices, multiage and multiability classrooms, authentic assessment, qualitative reporting methods, professional teamwork, and positive parent involvement).	Proficient

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

Monthly Impact and Implementation Checklist review at Board of Education and School Based Decision Making meetings

Regular tracking of student data using K-PREP, MAP, AimsWeb, Dibels, etc...

Lesson Plans, Professional Development focused on best practices in instruction, alignment of curriculum and frequent formative

assessments.

Monthly meeting minutes posted on website

Meetings open to public

All calls to inform parents/guardians of upcoming events or pertinent information.

Weekly parent communication

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

Evidence cites a frequent and consistent monitoring of the implementation of best practices to be established in the K-3 Program as well as evaluation of results.

Administrative/Leadership Support and Monitoring: Principal Leadership

Principals are the primary leaders of all K-3 program efforts and support teacher leadership through shared leadership strategies and actions.

	Statement or Question	Response	Rating
a)	To what extent does the principal work collaboratively with teachers to define, support, and continuously improve the K-3 Program? To what extent does the principal regularly facilitate K-3 team meetings in order to monitor and support all K-3 program efforts?	The principal works collaboratively with teachers to define, support, and continuously improve the K-3 program. The principal regularly facilitates K-3 team meetings in order to monitor and support all K-3 program efforts.	Proficient

	Statement or Question	Response	Rating
b)	To what extent does the principal participate fully in and facilitate research-based professional learning in relation to the K-3 program?	The principal participates fully in and facilitates research-based professional learning in relation to the K-3 program.	Proficient

	Statement or Question	Response	Rating
c)	To what extent does the principal make decisions related to staff assignment based on student needs determined by student trend data?	The principal makes decisions related to staff assignment based on student needs determined by student trend data.	Proficient

Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

The principal makes decisions based on student overflow and classes over cap makes assignments on various data (assessments, conferences, reflections, Title funds, daytime waiver, etc...)

CDIP has been revised involving all stakeholders

Professional Development specifically aligned to the CDIP and based on Best Practices

K-3 Provides weekly reflections to the principal as part of the lesson plan document

Meeting occur on a less frequent basis due to the size of the school and more on a whole school basis.

The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.

Principal works collaboratively with teachers to make revisions to the master schedule, building space, instructional practices, etc. to make an efficient school.